



**SWEETWATER COUNTY
SCHOOL DISTRICT #1**

FINE ARTS

K-12 CURRICULUM MAP

JUNE 2021

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Sweetwater County School District #1 Vision Statement

As an innovative district, united with our community, we empower and inspire ALL students to academic excellence in pursuit of their interests and passions.

Sweetwater County School District #1 Mission Statement

To provide a quality education for ALL students. The district will accomplish this by:

- making students our first priority
- utilizing community partnerships
- promoting professional excellence
- being committed to excellence in education
- providing a safe, orderly and efficient environment for learning

Fine Arts Mission Statement

Students completing the Sweetwater County School District #1 K-12 Art Curriculum will gain the skills and confidence to produce original works of art for either personal enrichment and expression or professional purposes. They will be exposed to a wide variety of reference artists, cultures, styles, and time periods and will be able to communicate about art and the critiquing process in an informed way.

Sweetwater County School District No. 1 Curriculum Terms

Curriculum Term	Definition
Community Curriculum Council (CCC)	advisory council responsible for evaluating current systems and making recommendations regarding curriculum, instruction, and assessment practices
Subject Area Committee (SAC)	team of representatives from a specific subject area who will write the curriculum and common assessments
Curriculum map	what SCSD1 values and guarantees that students will learn
Purpose statement	identifies the purpose of a class
Benchmark	overall outcome for a unit
Learning target	individual skills that lead up to achieving the benchmark
Resource, textbook, program, etc.	resource adopted by the district to help teach the local curriculum
Pacing Guide	identifies when a benchmark will be taught and when it will be assessed
Proficiency Scale	a tool to show learning goals and the progression of learning for students.
Instructional Planning Resources (IPR)	organizational tool for planning lessons based on learning targets rather than days
Formative assessment	informal assessment used to direct instruction
Common Assessment	common assessment given within a benchmark by all teachers who teach the same class

How to Read the Fine Arts Curriculum Map

Purpose Statement identifies the purpose of a class and what is new or different at this level.

Purpose Statement:	Students identify various color relationships on the color wheel; including primary, secondary, warm and cool. Students will draw many different patterns, and recognize patterns in works of art and their environment. Students will apply what they learn by creating pieces of original artwork using a variety of art materials.
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Benchmark overall outcome for a unit

Benchmarks:

FA.2.1	Students will identify color relationships on the color wheel and apply color theory to the creation of works of art.	Standard Reference
FA.2.1.1	Identify primary, secondary, warm, and cool colors in works of art and their environment.	FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3 FPA 4.2.A.4
FA.2.1.2	Classify colors into families, such as primary, secondary, warm and cool.	FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3
FA.2.1.3	Create secondary colors by mixing primary colors in an original work of art.	FPA 4.1.A.1 FPA 4.1.A.2 FPA 4.1.A.3 FPA 4.1.A.5

Learning Target Code

FA2.1.3 = Subject area (Fine Arts)
FA2.1.3 = Grade/course level
FA2.1.3 = Benchmark
FA2.1.3 = Learning target

Learning Targets are

individual skills that lead up to achieving the

State Standard Reference

FPA.4.1.A.1 = Subject
FPA.4.1.A.1 = Grade
FPA.4.1.A.1 = Standard
FPA.4.1.A.1 = Discipline
FPA.4.1.A.1 = Standard benchmark

Fine Arts Curriculum at a Glance

Grade Level or Course	Purpose Statement
Kindergarten Art	Students will use and care for art materials safely and correctly. Students will practice and improve upon the fine motor skills necessary to create art using a variety of art materials.
1st Grade Art	Students will focus on the use of the art elements line and shape to create original artwork. Students will be introduced to artwork that utilizes shapes and lines and be able to correctly identify the types of shapes and lines found in the artwork.
2nd Grade Art	Students will identify various color relationships on the color wheel; including primary, secondary, warm and cool. Students will recognize patterns in works of art and their environment. Students will create works of art demonstrating different patterns.
3rd Grade Art	Students will analyze works of art and identify areas of texture and contrast. Students will identify differences between actual and implied texture and be able to demonstrate texture in original artwork. Students will apply texture and contrast by creating art with various art materials.
4th Grade Art	Students will identify different types of balance in works of art. Students will apply multiple techniques for creating value using a variety of art materials, and experiment with varying tints and shades to create value. Students will apply their understanding of balance and value by creating original works of art with a variety of art mediums.
5th Grade Art	Students will demonstrate visual rhythm through repetition and will create a feeling of implied movement in their art. Students will be able to create the illusion of space in their art by using perspective, proportion, and placement. Students will apply their skills and understanding of art elements and principles by producing pieces of original artwork with a variety of art mediums.
6th Grade Art	Students will create original artwork that shows visual unity, emphasis, and create works of 2D or 3D art that demonstrate form. Students will explore different artists that demonstrate the use of unity, form and emphasis in their work. Students will apply their skills and understanding of art elements and principles by producing pieces of original artwork with a variety of art mediums.
7th Grade General Art	Students will use proper tools and techniques in the studio. They will apply proper elements and principles of design for the product and communicate about artwork using the critiquing process.

8th Grade General Art	Students will create original artwork that communicates theme, style, narrative, mood, or emotion using proper tools and techniques. They will communicate about their own work and the work of others using the critiquing process and proper art terminology.
Introduction to Drawing I (Grades 7-8)	Students will use proper drawing tools and techniques in the studio. They will apply proper elements and principles of design for the product and communicate about artwork using the critiquing process.
Introduction to Drawing II (Grades 7-8)	Students will create original artwork that communicates theme, style, narrative, mood, or emotion using proper drawing tools and techniques. They will communicate about their own work and the work of others using the critiquing process and proper art terminology.
Graphic Art (Grades 7-8)	Students will use proper graphics tools and graphics applications to create original visual images. They will communicate about graphic images using the critiquing process and proper art terminology.
Introduction to Graphic Arts II	Students will create original artwork that communicates theme, style, narrative, mood or emotion using proper graphics tools and applications. They will communicate about their own work and the work of others using the critiquing process and proper art terminology.
Introduction to Painting I (Grades 7-8)	Students will use proper painting tools and techniques in the studio. They will apply proper elements and principles of design for the product and communicate about artwork using the critiquing process.
Introduction to Painting II (Grades 7-8)	Students will create original paintings that communicates theme, style, narrative, mood, or emotion using proper drawing tools and techniques. They will communicate about their own work and the work of others using the critiquing process and proper art terminology.
Introduction to Printmaking	Students will use proper printmaking tools and techniques in the studio. They will apply proper elements and principles of design for the product and communicate about artwork using the critiquing process.
Introduction to Sculpture I (Grades 7-8)	Students will use proper sculpting tools and techniques in the studio. They will apply proper elements and principles of design for the product and communicate about artwork using the critiquing process.
Introduction to Sculpture II (Grades 7-8)	Students will create original sculptures that communicates theme, style, narrative, mood, or emotion using proper sculpture tools and techniques. They will communicate about their own work and the work of others using the critiquing process and proper art terminology.

Introduction to Art (Grades 9-12)	Students will properly use tools and techniques in the studio. Students will apply basic drawing skills to create and revise original artwork. Students will apply the elements and principles of design to their art and discuss and justify their choices.
Art I (Grades 9-12)	Students will apply basic drawing, painting, and sculpture skills and techniques to create and revise original works of art. Students will apply the elements and principles of design to their art and discuss and justify their choices.
Art II (Grades 9-12)	Students will produce original works of art by using proper drawing, painting, sculpture, and mixed media techniques and processes. Students will compose their art pieces using elements and principles of design and a variety of compositional strategies. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge. Students will research and discuss a variety of historical and contemporary artists in an effort to develop their own individual style.
Advanced Art I Advanced Art 2D - Drawing and Painting Advanced Art 2D – Design/Digital Art	Students will show advanced use of tools and techniques in the studio. Students will develop original ideas and apply advanced painting/drawing/sculpture/digital skills to create and discuss art using elements and principles of design. Advanced students will select, prepare, revise and exhibit their artwork. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.
Advanced Art II	Students will produce original works of art by using proper advanced drawing, painting, sculpture, ceramic and mixed media techniques and processes. Students will compose their art pieces using elements and principles of design and a variety of compositional strategies. Students will synthesize and apply concepts derived from historical and contemporary artist research, as well as concepts garnered from nature, imagination and observation into their own original style and works. Students will critique by analysis of advanced concepts and techniques as well as using reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.
Advanced 3D Art	Students will show advanced use of tools and techniques in the studio. Students will develop original ideas and apply advanced ceramic and sculptural skills to create a body of work. Students will discuss art using elements and principles of design showing an advanced level of understanding. Advanced students will select, prepare, revise and exhibit their artwork. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.

Drawing I (Grades 9-12)	Students will properly use tools and techniques in the studio. Students will apply intermediate drawing skills to create and revise original artwork. Students will apply the elements and principles of design to their art and discuss and justify their choices.
Drawing II (Grades 9-12)	Students will show proper use of tools and techniques in the studio. Students will develop and apply Advanced drawing skills, to create and discuss original works of art using the elements and principles of design. Advanced students will select, prepare, revise and exhibit their artwork. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.
Painting I (Grades 9-12)	Students will use proper painting tools and techniques in the studio. Students will apply proper elements and principles of design for the product and communicate about artwork using the critiquing process.
Painting II (Grades 9-12)	Students will show proper use of tools and techniques in the studio. Students will develop original ideas and apply advanced painting skills to create and discuss art using elements and principles of design. Advanced students will select, prepare, revise and exhibit their artwork. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.
Sculpture I (Grades 9-12)	Students will show proper use of tools and techniques in the studio. Students will apply intermediate sculpture techniques to create original works of art.
Sculpture II (Grades 9-12)	Students will show proper use of tools and techniques in the studio. Students will develop original ideas and apply advanced sculpture skills to create and discuss art using elements and principles of design. Advanced students will select, prepare, revise and exhibit their artwork. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.
Introduction to Digital Arts (Grades 9-12)	Students in this course will utilize Adobe Suites to build the fundamental skills needed to use the programs and understand the process of creating digital art. The elements of art and the principles of design are interwoven into this course so students gain a better understanding of how to apply them to the work they create. Students will be presented with opportunities to use problem solving and critical thinking skills when creating original art projects. The purpose of this course is for students to develop the skills to create and edit original artwork via digital media that visually communicate with

	viewers. Students will be given an overview of how digital art is applicable to real life and associated with future career paths.
Computer Graphic Design I (Grades 9-12)	<i>Under construction</i>
Computer Graphic Design II (Grades 9-12)	<i>Under construction</i>
Computer Graphic Design III (Grades 9-12)	Students will show advanced use of computer tools and techniques in the studio. Students will develop original ideas and apply advanced digital skills to create art using elements and principles of design. Advanced students will select, prepare, revise and exhibit their artwork. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.
Online Graphic Arts (Grades 9-12)	Students will develop skills to create and edit original artwork in a digital format. Students will utilize Adobe Applications and/or other industry software to build the fundamental skills needed to create digital art. Students will be given an overview of how digital art is applicable to real life and future career paths. The elements and principles of art and design are interwoven into this course so students will gain a better understanding of how to apply them to their artwork. Students will be presented with opportunities to use problem solving, critical thinking skills, and 21st century tech skills when creating original art projects.
Digital Photography I (Grades 9-12)	<i>Under construction</i>
Digital Photography II (Grades 9-12)	<i>Under construction</i>
Digital Photography III (Grades 9-12)	Students will show advanced knowledge of correctly using DSLR manual camera settings and photo editing programs through the creation of original artworks. Students will develop original ideas and apply what they have learned in Digital Photography 1 and 2 while using elements and principles of design. Advanced students will select, prepare, revise and exhibit their artwork. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.

Kindergarten Art

Purpose Statement:	Students will use and care for art materials safely and correctly. Students will practice and improve upon the fine motor skills necessary to create art using a variety of art materials.
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Benchmarks:

FA.K.1		Students will demonstrate proper behaviors and procedures while following directions to complete art projects.	Standard Reference
	FA.K.1.1	Independently follow art room rules and procedures.	FPA 4.1.A.2 FPA 4.1.A.5 FPA 4.4.A.4
	FA.K.1.2	Follow a sequence of directions to complete projects.	FPA 4.1.A.1 FPA 4.1.A.2 FPA 4.1.A.4 FPA 4.1.A.6
	FA.K.1.3	Demonstrate proper use and care of a variety of art materials.	FPA 4.1.A.2 FPA 4.1.A.5 FPA 4.4.A.4

FA.K.2		Students will practice and improve upon the fine motor skills necessary to create multiple works of art.	Standard Reference
	FA.K.2.1	Create original works of art using a variety of art materials.	FPA 4.1.A.1 FPA 4.1.A.2 FPA 4.1.A.5 FPA 4.1.A.6
	FA.K.2.2	Demonstrate improvement of fine motor skills.	FPA 4.1.A.1 FPA 4.1.A.2 FPA 4.1.A.5 FPA 4.1.A.6

1st Grade Art

Purpose Statement:	Students will focus on the use of the art elements line and shape to create original artwork. Students will be introduced to artwork that utilizes shapes and lines and be able to correctly identify the types of shapes and lines found in the artwork.
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Benchmarks:

FA.1.1		Students will identify types of lines and create lines using different materials.	Standard Reference
	FA.1.1.1	Create 2D and 3D lines.	FPA 4.1.A.1 FPA 4.1.A.2 FPA 4.1.A.3
	FA.1.1.2	Identify lines in works of art and their environment and call them by their name.	FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3 FPA 4.4.A.1
	FA.1.1.3	List 5 or more different kinds of lines.	FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3 FPA 4.4.A.1

FA.1.2		Students will identify and list types of shapes. Students will create shapes using different materials.	Standard Reference
	FA.1.2.1	Create 2D and 3D shapes.	FPA 4.1.A.1 FPA 4.1.A.2 FPA 4.1.A.3 FPA 4.1.A.5 FPA 4.1.A.6
	FA.1.2.2	Identify shapes in art and their environment and call them by their name.	FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3 FPA 4.4.A.1
	FA.1.2.3	List 5 or more shapes.	FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3
	FA.1.2.4	Differentiate between geometric and organic shapes.	FPA 4.4.A.1 FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3

	FA.1.2.5	Connect shapes in art to other disciplines in the curriculum, such as shapes in math.	FPA 4.4.A.1
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FA.1.3	Students will use reference artists who are known for incorporating shape or line as inspiration for creating their own original artworks.		Standard Reference
	FA.1.3.1	Explore artists that use shape or line in their work. <i>Suggested artists for line include Mondrian, Kandinsky, Matisse, Vincent Van Gogh, Jackson Pollock.</i> <i>Suggested artists for shape include Eric Carle, Picasso, Matisse.</i>	FPA 4.4.A.1 FPA 4.3.A.1 FPA 4.3.A.2 FPA 4.3.A.3 FPA 4.2.A.4
	FA.1.3.2	Create a piece of art that is influenced by another artist or culture.	FPA 4.4.A.1 FPA 4.3.A.1 FPA 4.3.A.2 FPA 4.3.A.3 FPA 4.1.A.1 FPA 4.1.A.2 FPA 4.1.A.3 FPA 4.1.A.5 FPA 4.1.A.6

2nd Grade Art

Purpose Statement:	Students will identify various color relationships on the color wheel; including primary, secondary, warm and cool. Students will recognize patterns in works of art and their environment. Students will create works of art demonstrating different patterns.
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Benchmarks:

FA.2.1		Students will identify color relationships on the color wheel and apply color theory to the creation of works of art.	Standard Reference
	FA.2.1.1	Identify primary, secondary, warm, and cool colors in works of art and their environment.	FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3 FPA 4.2.A.4
	FA.2.1.2	Classify colors into families, such as primary, secondary, warm and cool.	FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3
	FA.2.1.3	Create secondary colors by mixing primary colors in an original work of art.	FPA 4.1.A.1 FPA 4.1.A.2 FPA 4.1.A.3 FPA 4.1.A.5

FA.2.2		Students will identify and create repeating patterns in the creation of original artwork.	Standard Reference
	FA.2.2.1	Identify patterns in works of art and in their environment.	FPA 4.4.A.1 FPA 4.4.A.2 FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.4.A.3
	FA.2.2.2	Create works of art that display multiple patterns.	FPA 4.1.A.1 FPA 4.1.A.2 FPA 4.1.A.3 FPA 4.1.A.4 FPA 4.1.A.5 FPA 4.1.A.6

FA.2.3		Students will be introduced to an artist that demonstrates the use of color or pattern, and use the artist's work as reference for creating their own original artworks.	Standard Reference
	FA.2.3.1	View and respond to pieces of artwork that are examples of color or pattern.	FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3 FPA 4.2.A.4
	FA.2.3.2	Create a piece of artwork that is influenced by another artist or culture. <i>Examples of artists that use color include Mondrian, Wayne Thiebaud, Kandinsky, Monet, Van Gogh, Kehinde Wiley.</i> <i>Examples of artworks and artists demonstrating pattern include India, Southwest Native American, Fijian Masi Cloth, Kehinde Wiley, William Morris, Owen Jones.</i>	FPA 4.3.A.1 FPA 4.3.A.2 FPA 4.3.A.3 FPA 4.4.A.1 FPA 4.4.A.2 FPA 4.4.A.3 FPA 4.4.A.4

3rd Grade Art

Purpose Statement:	Students will analyze works of art and identify areas of texture and contrast. Students will identify differences between actual and implied texture and be able to demonstrate texture in original artwork. Students will apply texture and contrast by creating art with various art materials.
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Benchmarks:

FA.3.1		Students recognize textures used in art and can identify a texture as being actual or implied. Students can apply many techniques to create actual and implied textures in original works of art.	Standard Reference
	FA.3.1.1	Identify textures in works of art and their environment.	FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3 FPA 4.4.A.1
	FA.3.1.2	Differentiate between actual and implied textures.	FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3 FPA 4.4.A.1
	FA.3.1.3	Create actual and implied texture in original works of art.	FPA 4.1.A.1 FPA 4.1.A.2 FPA 4.1.A.3 FPA 4.1.A.4 FPA 4.1.A.5 FPA 4.1.A.6 FPA 4.4.A.4

FA.3.2		Students identify contrast in works of art. Students produce artwork that shows contrast.	Standard Reference
	FA.3.2.1	Identify contrast in works of art and their environment.	FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3 FPA 4.4.A.1
	FA.3.2.2	Create an original work of art that demonstrates the use of contrast (<i>for example color, size, value, line</i>).	FPA 4.1.A.1 FPA 4.1.A.2 FPA 4.1.A.3 FPA 4.1.A.5 FPA 4.1.A.6 FPA 4.4.A.4

FA.3.3		Students will be introduced to an artist that demonstrates texture or contrast and use the artist's work as reference for creating their own original artworks.	Standard Reference
	FA.3.3.1	View and respond to artists that use texture or contrast in their work. <i>Suggested artists and artworks for texture include Albrecht Durer, Edgar Degas, Vincent Van Gogh. Suggested artists for contrast include Andy Warhol, Greek art, Fijian art, Caravaggio, Artemisia Gentileschi.</i>	FPA 4.4.A.1 FPA 4.3.A.1 FPA 4.3.A.2 FPA 4.3.A.3
	FA.3.3.2	Create a piece of art that is influenced by another artist or culture.	FPA 4.4.A.2 FPA 4.4.A.3 FPA 4.3.A.1 FPA 4.3.A.2 FPA 4.3.A.3 FPA 4.1.A.1 FPA 4.1.A.2 FPA 4.1.A.3 FPA 4.1.A.5 FPA 4.1.A.6

4th Grade Art

Purpose Statement:	Students will identify different types of balance in works of art. Students will apply multiple techniques for creating value using a variety of art materials, and experiment with varying tints and shades to create value. Students will apply their understanding of balance and value by creating original works of art with a variety of art mediums.
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Benchmarks:

FA.4.1		Students will demonstrate value in multiple mediums. Students will create tints and shades using a variety of techniques and media. Students will use multiple techniques to create art that demonstrate how value can be used to create depth and form.	Standard Reference
	FA.4.1.1	Use a variety of techniques and mediums to create original art demonstrating value.	FPA 4.1.A.1 FPA 4.1.A.2 FPA 4.1.A.3 FPA 4.1.A.4 FPA 4.1.A.5 FPA 4.1.A.6
	FA.4.1.2	Create depth and form in an artwork using tints and shades.	FPA 4.1.A.1 FPA 4.1.A.2 FPA 4.1.A.3 FPA 4.1.A.4 FPA 4.1.A.5 FPA 4.1.A.6
	FA.4.1.3	View and respond to works of art that demonstrate value.	FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3 FPA 4.2.A.4

FA.4.2		Students will demonstrate visual balance in the creation of an original artwork. Students will analyze a piece of artwork as having visual weight. Students will use reference art pieces as inspiration for creating visual weight in their own work.	Standard Reference
	FA.4.2.1	Create works of art that demonstrate visual balance.	FPA 4.1.A.1 FPA 4.1.A.2 FPA 4.1.A.3 FPA 4.1.A.4 FPA 4.1.A.5 FPA 4.1.A.6

		Relate visual balance with symmetry.	FPA 4.4.A.1 FPA 4.4.A.2
	FA.4.2.2	Identify works of art as having symmetrical, asymmetrical, or radial balance in terms of key components of balance. <i>Suggested artists include Von Dutch, Big Daddy Roth, Denise Kustom Doll Moseley, David Doporto, Tibet Monk Mandalas.</i>	FPA 4.4.A.1 FPA 4.4.A.2 FPA 4.4.A.3 FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3 FPA 4.2.A.4
	FA.4.2.3	Analyze a piece of artwork and classify the type of balance (i.e. formal vs. informal).	FPA 4.4.A.1 FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3 FPA 4.2.A.4

FA.4.3		Students will be introduced to an artist that demonstrates value or balance, and use the artist's work as reference for creating their own original artworks.	Standard Reference
	FA.4.3.1	View and respond to artwork examples of value or balance.	FPA 4.2.A.1 FPA 4.2.A.2 FPA 4.2.A.3 FPA 4.2.A.4
	FA.4.3.2	Create a piece of artwork that is influenced by another artist or culture. <i>Suggested artists for value include Gustave Klimt, Edward Hopper, Wayne Thiebaud.</i> <i>Suggested artists for balance include Japanese Notan, Pennsylvania Dutch Hex Design, Buddhist Monk Mandalas, Sugar Skulls, Native American art, Georgia O'Keeffe.</i>	FPA 4.3.A.1 FPA 4.3.A.2 FPA 4.3.A.3 FPA 4.4.A.1 FPA 4.4.A.2 FPA 4.4.A.3 PFA 4.4.A.4

5th Grade Art

Purpose Statement:	Students will demonstrate visual rhythm through repetition. Students will create a feeling of implied movement in their art. Students will be able to create the illusion of space in their art by using perspective, proportion, and placement. Students will apply their skills and understanding of art elements and principles by producing pieces of original artwork with a variety of art mediums.
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Benchmarks:

FA.5.1	Students will create original artwork demonstrating visual space.	Standard Reference
FA.5.1.1	Create visual space by using perspective, overlapping, scale, contrast, placement, level of detail, and/or color.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4 FPA 8.1.A.5 FPA 8.1.A.6
FA.5.1.2	Identify space elements in works of art.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4

FA.5.2	Students create visual movement in their artwork. Students identify, classify, and differentiate artworks that have visual movement, and/or kinetic movement.	Standard Reference
FA.5.2.1	Identify key elements in works of art and differentiate between visual and kinetic movement.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3
FA.5.2.2	Create movement or action in their own art using demonstrated techniques.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4 FPA 8.1.A.5 FPA 8.1.A.6

FA.5.3	Students will utilize rhythm in the creation of original artwork. Students identify key elements that create rhythm in art and their environment.	Standard Reference
FA.5.3.1	Create art using repetition of various elements to demonstrate rhythm.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3

			FPA 8.1.A.4 FPA 8.1.A.5 FPA 8.1.A.6
	FA.5.3.2	Identify rhythm in various works of art. <i>Suggested works of art and artists include Colin Page, Jackson Pollock, Marc Hanson, Robert Delauney, Vincent Van Gogh.</i>	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4
	FA.5.3.3	Connect visual rhythm to other disciplines in the curriculum, such as musical rhythm. Compare and contrast different types of rhythm and where they can be found.	FPA 8.4.A.1 FPA 8.4.A.2

FA.5.4		Students will be introduced to an artist that demonstrates space, rhythm, or movement, and use the artist's work as reference for creating their own original artworks.	Standard Reference
	FA.5.4.1	View and respond to artists that use space, rhythm or movement in their work. <i>Suggested artists for space include Ansel Adams, Italian renaissance artists, Salvador Dali.</i> <i>Suggested artists for rhythm include Kandisky, Native American artists, Colin Page, Jackson Pollock, Marc Hanson, Robert Delauney, Vincent Van Gogh.</i> <i>Suggested artists movement: Caravaggio, Michelangelo, Leonardo Da Vinci, Vincent Van Gogh, Alexander Calder.</i>	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4 FPA 8.4.A.3 FPA 8.4.A.4
	FA.5.4.2	Create a piece of art that is influenced by another artist or culture.	FPA 8.4.A.1 FPA 8.3.A.1 FPA 8.3.A.2 FPA 8.3.A.3 FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.5 FPA 8.1.A.6

6th Grade Art

Purpose Statement:	Students will create original artwork that shows visual unity, emphasis, and create works of 2D or 3D art that demonstrate form. Students will explore different artists that demonstrate the use of unity, form and emphasis in their work. Students will apply their skills and understanding of art elements and principles by producing pieces of original artwork with a variety of art mediums.
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Benchmarks:

FA.6.1		Students will identify unity in various works of art and be able to create unity in their own artwork. Students can identify the many components of a piece of artwork that work together in creating a unified piece.	Standard Reference
	FA.6.1.1	Identify key elements in works of art that create visual unity.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4
	FA.6.1.2	Create unity in their own artwork.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4 FPA 8.1.A.5 FPA 8.1.A.6

FA.6.2		Students will identify what elements create visual emphasis and how artists use them. Students create visual emphasis in an original work.	Standard Reference
	FA.6.2.1	Identify emphasis in works of art.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4
	FA.6.2.2	Identify what elements of design create visual emphasis in various art pieces.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4 FPA 8.1.A.3
	FA.6.2.3	Create original art showing emphasis with the creation of a visual focal point.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4 FPA 8.1.A.5

			FPA 8.1.A.6
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FA.6.3		Students can identify, categorize, and create 2D and 3D forms in works of art. Students can apply a variety of techniques to create varying forms.	Standard Reference
	FA.6.3.1	Create visual form on 2D art with value changes.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4 FPA 8.1.A.5 FPA 8.1.A.6
	FA.6.3.2	Create 3D sculptural forms using multiple materials.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4 FPA 8.1.A.5 FPA 8.1.A.6
	FA.6.3.3	Identify and compare form in both 2D and 3D works of art.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4 FPA 8.3.A.1

FA.6.4		Students will be introduced to an artist that demonstrates unity, emphasis, or form, and use the artist's work as reference for creating their own original artworks.	Standard Reference
	FA.6.4.1	View and respond to artwork examples of visual unity, emphasis, or form.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4
	FA.6.4.2	Create a piece of artwork that is influenced by another artist or culture. <i>Suggested artists for unity include Van Gogh.</i> <i>Suggested artists for emphasis include Caravaggio, Grant Wood, Leonardo Da Vinci.</i> <i>Suggested artists for form include Michelangelo, Gargoyles.</i>	FPA 8.3.A.1 FPA 8.3.A.2 FPA 8.3.A.3 FPA 8.4.A.1 FPA 8.4.A.2 FPA 8.4.A.3 FPA 8.4.A.4

7th Grade General Art

Purpose Statement:	Students will use proper tools and techniques in the studio. They will apply proper elements and principles of design for the product and communicate about artwork using the critiquing process.
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Benchmarks:

FA.7.1	Students will distinguish, apply and analyze drawing techniques.	Standard Reference
FA.7.1.1	Demonstrate the steps involved in breaking down complex images into line and shape.	FPA 8.1.A.2 FPA 8.1.A.5
FA.7.1.2	Create an original drawing or painting using blind and modified contour lines.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.4 FPA 8.1.A.5 FPA 8.1.A.6
FA.7.1.3	Create original artwork using gesture lines.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.4 FPA 8.1.A.6
FA.7.1.4	Compare and contrast the strengths and weaknesses of each technique.	FPA 8.1.A.2 FPA 8.2.A.3

FA.7.2	Students will use the elements and principles of design and composition to create original works of art using proper art and materials techniques. They will describe, analyze, interpret, and judge both their own work and the work of others.	Standard Reference
FA.7.2.1	Define and illustrate the elements and principles of design and composition types.	FPA 8.1.A.3
FA.7.2.2	Demonstrate proper materials care and studio procedure.	FPA 8.1.A.5
FA.7.2.3	Use proper media techniques for their drawings, paintings, or sculptures.	FPA 8.1.A.2
FA.7.2.4	Create original works of art using the instructed elements and principles of design as well as select composition types that enhance their artwork.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3
FA.7.2.5	Incorporate styles of contemporary and/or historical artists into their own work as it relates to specific works.	FPA 8.3.A.1 FPA 8.3.A.2 FPA 8.3.A.3

	FA.7.2.6	Critique (describe, analyze, interpret, judge) their own work as well as the work of others.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4
	FA.7.2.7	Discuss their preferences for artistic choices in their own work and the work of others.	FPA 8.1.A.4 FPA 8.2.A.4
	FA.7.2.8	Prepare and exhibit their work in class or in larger settings.	FPA 8.1.A.6 FPA 8.4.A.4

FA.7.3		Students will relate art to other disciplines, careers and everyday life.	Standard Reference
	FA.7.3.1	Describe the work of professional artists and what skills are required.	FPA 8.4.A.2 FPA 8.4.A.3 FPA 8.4.A.4
	FA.7.3.2	Use measurements and tools related to math (<i>for example perspective, geometric lines/shapes</i>).	FPA 8.4.A.1
	FA.7.3.3	Demonstrate the use of proportions (<i>for example animal proportions, portraits, perspective</i>).	FPA 8.4.A.1

8th Grade General Art

Purpose Statement:	Students will create original artwork that communicates theme, style, narrative, mood, or emotion using proper tools and techniques. They will communicate about their own work and the work of others using the critiquing process and proper art terminology.
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Benchmarks:

FA.8.1	Students will apply drawing and ideation techniques.	Standard Reference
FA.8.1.1	Use image association, thumbnail sketches and/or reference changes as preliminary drawings. Revisions will be used throughout.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.4
FA.8.1.2	Apply blind and modified contour by creating original artwork using image association and brainstorming techniques.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4 FPA 8.1.A.6
FA.8.1.3	Apply gesture drawing by creating an original drawing using association and brainstorming techniques.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4 FPA 8.1.A.6

FA.8.2	Students will use the elements and principles of design and composition to create original works of art using proper art and materials techniques. They will describe, analyze, interpret and judge both their own work and the work of others.	Standard Reference
FA.8.2.1	Demonstrate proper materials care and studio procedure.	FPA 8.1.A.5 FPA 8.4.A.4
FA.8.2.2	Create original works of art using appropriate elements and principles of design and composition types that lend themselves to the meaning or intent of the work.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4
FA.8.2.3	Incorporate styles of contemporary and/or historical artists into their own work as it relates to specific works.	FPA 8.3.A.1 FPA 8.3.A.2 FPA 8.3.A.3 FPA 8.4.A.2 FPA 8.4.A.3
FA.8.2.4	Critique (describe, analyze, interpret, judge) their own work as well as the work of others.	FPA 8.2.A.1 FPA 8.2.A.2

			FPA 8.2.A.3 FPA 8.2.A.4
	FA.8.2.5	Prepare and exhibit their work in class or in larger settings.	FPA 8.1.A.6 FPA 8.4.A.4

FA.8.3		Students will relate art to other disciplines, careers and everyday life.	Standard Reference
	FA.8.3.1	Describe the work of professional artists and what skills are required.	FPA 8.4.A.2 FPA 8.4.A.3 FPA 8.4.A.4
	FA.8.3.2	Use measurements and tools related to math (<i>for example perspective, geometric lines/shapes</i>).	FPA 8.4.A.1
	FA.8.3.3	Demonstrate the use of proportions (<i>for example animal paintings, portraits, perspective</i>).	FPA 8.4.A.1

Introduction to Drawing I

Purpose Statement:	Students will use proper drawing tools and techniques in the studio. They will apply proper elements and principles of design for the product and communicate about artwork using the critiquing process.
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Benchmarks:

FA.ID1.1		Students will distinguish, apply and analyze drawing techniques.	Standard Reference
	FA.ID1.1.1	Break down complex images into line and shape.	FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.5
	FA.ID1.1.2	Apply blind and modified contour by creating an original drawing.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.4 FPA 8.1.A.6
	FA.ID1.1.3	Apply gesture drawing by creating an original drawing.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.4 FPA 8.1.A.6
	FA.ID1.1.4	Apply cross contour techniques in creating form.	FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4
	FA.ID1.1.5	Compare and contrast the strengths and weaknesses of each technique.	FPA 8.3.A.1 FPA 8.4.A.4

FA.ID1.2		Students will use proper drawing techniques and composition of elements and principles of design to create original works of art. They will describe, analyze, interpret and judge both their own work and the work of others.	Standard Reference
	FA.ID1.2.1	Define and illustrate the elements and principles of design, and composition types.	FPA 8.1.A.3
	FA.ID1.2.2	Demonstrate proper materials care and studio procedure.	FPA 8.1.A.5
	FA.ID1.2.3	Use proper media techniques for their drawings	FPA 8.1.A.2
	FA.ID1.2.4	Create original works of art using the instructed elements and principles of design as well as select composition types that enhance their artwork.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3

	FA.ID1.2.5	Incorporate styles of contemporary and/or historical artists into their own work as it relates to specific works.	FPA 8.3.A.1 FPA 8.3.A.2 FPA 8.3.A.3
	FA.ID1.2.6	Critique (describe, analyze, interpret, judge) their own work as well as others.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4
	FA.ID1.2.7	Discuss their preferences for artistic choices in their own work and the work of others.	FPA 8.1.A.4 FPA 8.2.A.4
	FA.ID1.2.8	Prepare and exhibit their work in class or in larger settings.	FPA 8.1.A.6

FA.ID1.3		Students will relate art to other disciplines, careers and everyday life.	Standard Reference
	FA.ID1.3.1	Describe the work of professional artists and what skills are required.	FPA 8.4.A.2 FPA 8.4.A.3 FPA 8.4.A.4
	FA.ID1.3.2	Use measurements and tools related to math (<i>for example perspective, geometric lines/shapes</i>).	FPA 8.4.A.1
	FA.ID1.3.3	Demonstrate the use of proportions (<i>for example animal paintings, portraits, perspective</i>).	FPA 8.4.A.1

Introduction to Drawing II

Purpose Statement:	Students will create original artwork that communicates theme, style, narrative, mood, or emotion using proper drawing tools and techniques. They will communicate about their own work and the work of others using the critiquing process and proper art terminology.
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Benchmarks:

FA.ID2.1	Students will apply drawing and ideation techniques.	Standard Reference
FA.ID2.1.1	Use image association, thumbnail sketches and/or reference changes as preliminary drawings. Revisions will be used throughout.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.4
FA.ID2.1.2	Apply blind and modified contour by creating original drawings using a combination of observation, image association, and brainstorming.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4 FPA 8.1.A.6
FA.ID2.1.3	Apply gesture drawing by creating an original drawing using a combination of observation, image association, and brainstorming techniques.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4 FPA 8.1.A.6
FA.ID2.1.4	Apply cross contour techniques in creating an original drawing using a combination of observation, image association, and brainstorming techniques.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4 FPA 8.1.A.6

FA.ID2.2	Students will use the elements and principles of design and composition to create original works of art using proper drawing and materials techniques. They will describe, analyze, interpret and judge both their own work and the work of others.	Standard Reference
FA.ID2.2.1	Demonstrate proper materials care and studio procedure.	FPA 8.1.A.5
FA.ID2.2.2	Create original works of art using appropriate elements and principles of design and composition types that lend themselves to the meaning or intent of the work.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4

	FA.ID2.2.3	Incorporate styles of contemporary and/or historical artists into their own work as it relates to specific works.	FPA 8.3.A.1 FPA 8.3.A.2 FPA 8.3.A.3
	FA.ID2.2.4	Critique (describe, analyze, interpret, judge) their own work and the work of others.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4
	FA.ID2.2.5	Discuss their preferences for artistic choices in their own work and the work of others.	FPA 8.1.A.4 FPA 8.2.A.4
	FA.ID2.2.6	Prepare and exhibit their work in class or in larger settings.	FPA 8.1.A.6

FA.ID2.3		Students will relate art to other disciplines, careers and everyday life.	Standard Reference
	FA.ID2.3.1	Describe the work of professional artists and what skills are required.	FPA 8.4.A.2 FPA 8.4.A.3 FPA 8.4.A.4
	FA.ID2.3.2	Use measurements and tools related to math (<i>for example perspective, geometric lines/shapes</i>).	FPA 8.4.A.1
	FA.ID2.3.3	Demonstrate the use of proportions (<i>for example animal paintings, portraits, perspective</i>).	FPA 8.4.A.1

Graphic Art

Purpose Statement:	Students will use proper graphics tools and graphics applications to create original visual images. They will communicate about graphic images using the critiquing process and proper art terminology.
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Benchmarks:

FA.GA1.1	Students will navigate and apply graphics tools for the program used.	Standard Reference
FA.GA1.1.1	Demonstrate proper computer care and procedures.	FPA 8.1.A.5 FPA 8.4.A.4
FA.GA1.1.2	Apply appropriate tools for the project.	FPA 8.1.A.2
FA.GA1.1.3	Revise using layers.	FPA 8.1.A.1 FPA 8.1.A.4

FA.GA1.2	Students will use the elements of design, principles of design and composition to create original works of art using proper tool and drawing techniques.	Standard Reference
FA.GA1.2.1	Define and illustrate the elements of design, principles of design, and composition types.	FPA 8.1.A.3
FA.GA1.2.2	Create original works of art using the instructed elements and principles of design as well as select composition types that enhance their artwork.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3
FA.GA1.2.3	Incorporate styles of contemporary and/or historical artists into their own work as it relates to specific works.	FPA 8.3.A.1 FPA 8.3.A.2 FPA 8.3.A.3

FA.GA1.3	Students will relate art to other disciplines, careers and everyday life.	Standard Reference
FA.GA1.3.1	Describe the work of professional graphic artists and what skills are required.	FPA 8.4.A.2 FPA 8.4.A.3 FPA 8.4.A.4
FA.GA1.3.2	Use measurements and ratios related to math (for example perspective, geometric lines/shapes).	FPA 8.4.A.1
FA.GA1.3.3	Demonstrate the use of proportions (<i>for example, when resizing cut and paste objects, make sure x and y axis are resized at same percentage; perspective</i>).	FPA 8.4.A.1

	FA.GA1.3.4	Use theme and narrative through symbolism.	FPA 8.4.A.1
	FA.GA1.3.5	Prepare and exhibit their work in class or in larger settings.	FPA 8.1.A.6

FA.GA1.4		Students will describe, analyze, interpret and judge both their own work and the work of others.	Standard Reference
	FA.GA1.4.1	Critique (describe, analyze, interpret, judge) their own work as well as others.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4
	FA.GA1.4.2	Discuss their preferences for artistic choices in their own work and the work of others.	FPA 8.1.A.4 FPA 8.2.A.4

Introduction to Graphic Arts II

Purpose Statement:	Students will create original artwork that communicates theme, style, narrative, mood or emotion using proper graphics tools and applications. They will communicate about their own work and the work of others using the critiquing process and proper art terminology.
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Benchmarks:

FA.GA2.1		Students will utilize tools, typeface, and color in graphic design for the program used.	Standard Reference
	FA.GA2.1.1	Demonstrate proper computer care and procedures.	FPA 8.1.A.5 FPA 8.4.A.4
	FA.GA2.1.2	Apply appropriate tools for the project.	FPA 8.1.A.2
	FA.GA2.1.3	Revise using layers.	FPA 8.1.A.1 FPA 8.1.A.4

FA.GA2.2		Students will use the elements of design, principles of design and composition to create original works of art using proper tool and drawing techniques for the program.	Standard Reference
	FA.GA2.2.1	Create original works of art using appropriate elements and principles of design and composition types that lend themselves to the meaning or intent of the work.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4
	FA.GA2.2.2	Incorporate styles of contemporary and/or historical artists into their own work as it relates to specific works.	FPA 8.3.A.1 FPA 8.3.A.2 FPA 8.3.A.3

FA.GA2.3		Students will relate art to other disciplines, careers and everyday life.	Standard Reference
	FA.GA2.3.1	Describe the work of professional graphic artists and what skills are required.	FPA 8.4.A.2 FPA 8.4.A.3 FPA 8.4.A.4
	FA.GA2.3.2	Network and promote art	FPA 8.4.A.2
	FA.GA2.3.3	Use measurements and ratios related to math (for example perspective, geometric lines/shapes).	FPA 8.4.A.1

	FA.GA2.3.4	Demonstrate the use of proportions (<i>for example, when resizing cut and paste objects, make sure x and y axis are resized at same percentage; perspective</i>).	FPA 8.4.A.1
	FA.GA2.3.5	Use theme and narrative through symbolism.	FPA 8.4.A.1
	FA.GA2.3.5	Prepare and exhibit their work in class or in larger settings.	FPA 8.1.A.6

FA.GA2.4		Students will describe, analyze, interpret and judge both their own work and the work of others.	Standard Reference
	FA.GA2.4.1	Critique (describe, analyze, interpret, judge) their own work as well as others.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4
	FA.GA2.4.2	Discuss their preferences for artistic choices in their own work and the work of others.	FPA 8.1.A.4 FPA 8.2.A.4

Introduction to Painting I

Purpose Statement:	Students will use proper painting tools and techniques in the studio. They will apply proper elements and principles of design for the product and communicate about artwork using the critiquing process.
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Benchmarks:

FA.IP1.1	Students will distinguish, apply and analyze drawing and painting techniques.	Standard Reference
FA.IP1.1.1	Break down complex images into line and shape.	FPA 8.1.A.2 FPA 8.1.A.5
FA.IP1.1.2	Draw blind and modified contour from observation of 2D and 3D references as pre-painting technique.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.4 FPA 8.1.A.5
FA.IP1.1.3	Compare and contrast the strengths and weaknesses of each drawing and painting technique.	FPA 8.1.A.2

FA.IP1.2	Students will use the elements and principles of design and composition to create original works of art using proper painting and materials techniques. They will describe, analyze, interpret and judge both their own work and the work of others.	Standard Reference
FA.IP1.2.1	Define and illustrate the elements and principles of design and composition types.	FPA 8.1.A.3
FA.IP1.2.2	Demonstrate proper materials care and studio procedure.	FPA 8.1.A.5 FPA 8.4.A.4
FA.IP1.2.3	Use proper media techniques for their paintings.	FPA 8.1.A.2
FA.IP1.2.4	Create original works of art using the instructed elements and principles of design as well as select composition types that enhance their artwork.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3
FA.IP1.2.5	Incorporate styles of contemporary and/or historical artists into their own work as it relates to specific works.	FPA 8.3.A.1 FPA 8.3.A.2 FPA 8.3.A.3
FA.IP1.2.6	Critique (describe, analyze, interpret, judge) their own work as well as others.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4
FA.IP1.2.7	Discuss their preferences for artistic choices in their own work and the work of others.	FPA 8.1.A.4 FPA 8.2.A.4

	FA.IP1.2.8	Prepare and exhibit their work in class or in larger settings.	FPA 8.1.A.6 FPA 8.4.A.4
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FA.IP1.3		Students will relate art to other disciplines, careers and everyday life.	Standard Reference
	FA.IP1.3.1	Describe the work of professional artists and what skills are required.	FPA 8.4.A.2 FPA 8.4.A.3 FPA 8.4.A.4
	FA.IP1.3.2	Use measurements and tools related to math (<i>for example perspective, geometric lines/shapes</i>).	FPA 8.4.A.1
	FA.IP1.3.3	Demonstrate the use of proportions (<i>for example animal paintings, portraits, perspective</i>).	FPA 8.4.A.1

Introduction to Painting II

Purpose Statement:	Students will create original paintings that communicates theme, style, narrative, mood, or emotion using proper drawing tools and techniques. They will communicate about their own work and the work of others using the critiquing process and proper art terminology.
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Benchmarks:

FA.IP2.1		Students will apply drawing and ideation techniques.	Standard Reference
	FA.IP2.1.1	Use image association, thumbnail sketches and/or reference changes as preliminary drawings. Revisions will be used throughout.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.4
	FA.IP2.1.2	Apply blind and modified contour by creating original paintings using a combination of observation, image association, and brainstorming techniques.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4 FPA 8.1.A.6
	FA.IP2.1.3	Apply gesture drawing by creating an original painting using a combination of observation, image association, and brainstorming techniques.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4 FPA 8.1.A.6

FA.IP2.2		Students will use the elements and principles of design and composition to create original works of art using proper drawing and materials techniques. They will describe, analyze, interpret and judge both their own work and the work of others.	Standard Reference
	FA.IP2.2.1	Demonstrate proper materials care and studio procedure.	FPA 8.1.A.5
	FA.IP2.2.2	Create original works of art using appropriate elements and principles of design and composition types that lend themselves to the meaning or intent of the work.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4 FPA 8.4.A.3
	FA.IP2.2.3	Incorporate styles of contemporary and/or historical artists into their own work as it relates to specific works.	FPA 8.3.A.1 FPA 8.3.A.2 FPA 8.3.A.3 FPA 8.4.A.2 FPA 8.4.A.3

	FA.IP2.2.4	Critique (describe, analyze, interpret, judge) their own work as well as the work of others.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4
	FA.IP2.2.5	Prepare and exhibit their work in class or in larger settings.	FPA 8.1.A.6 FPA 8.4.A.4

FA.IP2.3		Students will relate art to other disciplines, careers and everyday life.	Standard Reference
	FA.IP2.3.1	Describe the work of professional artists and what skills are required.	FPA 8.4.A.2 FPA 8.4.A.3 FPA 8.4.A.4
	FA.IP2.3.2	Use measurements and tools related to math (<i>for example perspective, geometric lines/shapes</i>).	FPA 8.4.A.1
	FA.IP2.3.3	Demonstrate the use of proportions (<i>for example animal paintings, portraits, perspective</i>).	FPA 8.4.A.1

Introduction to Printmaking

Purpose Statement:	Students will use proper printmaking tools and techniques in the studio. They will apply proper elements and principles of design for the product and communicate about artwork using the critiquing process.
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Benchmarks:

FA.PR.1		Students will distinguish, apply, and analyze drawing techniques.	Standard Reference
	FA.PR.1.1	Break down complex images into line and shape.	FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.5
	FA.PR.1.2	Apply blind and modified contour	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.4 FPA 8.1.A.6
	FA.PR.1.3	Compare and contrast the strengths and weaknesses of each techniques.	FPA 8.3.A.1 FPA 8.4.A.4

FA.PR.2		Students will use proper printmaking techniques and composition of elements and principles of design to create original works of art. They will describe, analyze, interpret, and judge both their own work and the work of others.	Standard Reference
	FA.PR.2.1	Demonstrate proper materials care and studio procedure.	FPA 8.1.A.5
	FA.PR.2.2	Use proper media techniques for their prints (<i>e.g., monoprints, block prints, etching, contemporary application</i>).	FPA 8.1.A.2
	FA.PR.2.3	Create original works of art using instructed elements and principles of design as well as composition types that enhance their artwork.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4
	FA.PR.2.4	Incorporate styles of contemporary and/or historical artists into their own work as it relates to specific works.	FPA 8.3.A.1 FPA 8.3.A.2 FPA 8.3.A.3
	FA.PR.2.5	Critique (describe, analyze, interpret, judge) their own work as well as others.	FPA 8.3.A.3 FPA 8.3.A.3 FPA 8.3.A.3 FPA 8.3.A.3

	FA.PR.2.6	Discuss their preferences for artistic choices in their own work and the work of others.	FPA 8.1.A.4 FPA 8.2.A.4
	FA.PR.2.7	Prepare and exhibit their work in class or in larger settings.	FPA 8.1.A.6

FA.PR.3		Students will relate art to other disciplines, careers and everyday life.	Standard Reference
	FA.PR.3.1	Describe the work of professional printmakers and what skills are required.	FPA 8.4.A.2 FPA 8.4.A.3 FPA 8.4.A.4
	FA.PR.3.2	Use measurements and ratios related to math (for example perspective, geometric lines/shapes).	FPA 8.4.A.1
	FA.PR.3.3	Demonstrate the use of proportions (<i>for example, animal or portrait prints</i>).	FPA 8.4.A.1

Introduction to Sculpture I

Purpose Statement:	Students will use proper sculpting tools and techniques in the studio. They will apply proper elements and principles of design for the product and communicate about artwork using the critiquing process.
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Benchmarks:

FA.IS1.1	Students will apply drawing techniques as a planning tool.	Standard Reference
FA.IS1.1.1	Demonstrate 3D form drawing.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4 FPA 8.1.A.5
FA.IS1.1.2	Use thumbnail sketches and/or reference changes as preliminary drawings. Revisions will be used throughout.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.4
FA.IS1.1.3	Differentiate between functional and decorative sculptures.	FPA 8.1.A.2

FA.IS1.2	Students will use the elements and principles of design and composition to create original works of art using proper sculpture and materials techniques. They will describe, analyze, interpret and judge both their own work and the work of others.	Standard Reference
FA.IS1.2.1	Define and illustrate the 3D elements and principles of design, and composition types.	FPA 8.1.A.3
FA.IS1.2.2	Demonstrate proper materials care and studio safety procedure.	FPA 8.1.A.5 FPA 8.4.A.4
FA.IS1.2.3	Incorporate styles of contemporary and/or historical artists into their own work as it relates to specific works.	FPA 8.3.A.1 FPA 8.3.A.2 FPA 8.3.A.3 FPA 8.4.A.2 FPA 8.4.A.3
FA.IS1.2.4	Discuss their preferences for artistic choices in their own work and the work of others.	FPA 8.1.A.4 FPA 8.2.A.4
FA.IS1.2.5	Critique (describe, analyze, interpret, judge) their own work as well as others.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4

	FA.IS1.2.6	Prepare and exhibit their work in class or in larger settings.	FPA 8.1.A.6
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FA.IS1.3		Students will relate art to other disciplines, careers and everyday life.	Standard Reference
	FA.IS1.3.1	Describe the work of professional artists and what skills are required.	FPA 8.4.A.2 FPA 8.4.A.3 FPA 8.4.A.4
	FA.IS1.3.2	Demonstrate the use of proportions (<i>for example animal proportion, portraits</i>).	FPA 8.4.A.1
	FA.IS1.3.3	Use theme and narrative through symbolism.	FPA 8.4.A.1

Introduction to Sculpture II

Purpose Statement:	Students will create original sculptures that communicates theme, style, narrative, mood, or emotion using proper sculpture tools and techniques. They will communicate about their own work and the work of others using the critiquing process and proper art terminology.
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Benchmarks:

FA.IS2.1	Students will apply drawing skill improvement and ideation techniques as a planning tool.	Standard Reference
FA.IS2.1.1	Demonstrate 3D form drawing	FPA 8.1.A.1 FPA 8.1.A.4 FPA 8.1.A.5
FA.IS2.1.2	Use image association, thumbnail sketches and/or reference changes as preliminary drawings. Revisions will be used throughout.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.4
FA.IS2.1.3	Differentiate between functional and decorative sculptures.	FPA 8.1.A.2

FA.IS2.2	Students will use the elements of design, principles of design and composition to create original works of art using proper drawing and materials techniques. They will describe, analyze, interpret and judge both their own work and the work of others.	Standard Reference
FA.IS2.2.1	Demonstrate proper materials care and studio procedure.	FPA 8.1.A.5
FA.IS2.2.2	Create original works of art using additive and subtractive methods. Appropriate elements and principles of design and composition types that lend themselves to the meaning or intent of the work will be used.	FPA 8.1.A.1 FPA 8.1.A.2 FPA 8.1.A.3 FPA 8.1.A.4
FA.IS2.2.3	Incorporate styles of contemporary and/or historical artists into their own work as it relates to specific works.	FPA 8.3.A.1 FPA 8.3.A.2 FPA 8.3.A.3 FPA 8.4.A.2 FPA 8.4.A.3
FA.IS2.2.4	Critique (describe, analyze, interpret, judge) their own work as well as the work of others.	FPA 8.2.A.1 FPA 8.2.A.2 FPA 8.2.A.3 FPA 8.2.A.4

	FA.IS2.2.5	Prepare and exhibit their work in class or in larger settings.	FPA 8.1.A.6 FPA 8.4.A.4
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FA.IS2.3		Students will relate art to other disciplines, careers, and everyday life.	Standard Reference
	FA.IS2.3.1	Describe the work of professional artists and what skills are required.	FPA 8.4.A.2 FPA 8.4.A.3 FPA 8.4.A.4
	FA.IS2.3.2	Demonstrate the use of proper proportions (<i>for example animal proportion, portraits</i>).	FPA 8.4.A.1
	FA.IS2.3.3	Use narrative and mythology through symbolism.	FPA 8.4.A.1

Introduction to Art

Purpose Statement:	Students will properly use tools and techniques in the studio. Students will apply basic drawing skills to create and revise original artwork. Students will apply the elements and principles of design to their art and discuss and justify their choices.
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Benchmarks:

FA.IA.1		Students will demonstrate studio procedures and use the artistic process.	Standard Reference
	FA.IA.1.1	Follow studio procedures, expectations and good craftsmanship.	FPA 11.1.A.5 FPA 11.4.A.4
	FA.IA.1.2	Follow instructions to create an original design on portfolios (i.e. binders for storing work) and sketchbooks.	FPA 11.1.A.1 FPA 11.1.A.4 FPA 11.1.A.5
	FA.IA.1.3	Use the artistic process including development of an idea (<i>for example a project proposal</i>), gathering materials and thumbnail sketches, and create and revise.	FPA 11.1.A.2 FPA 11.1.A.6 FPA 11.2.A.1 FPA 11.2.A.2 FPA 11.2.A.3 FPA 11.2.A.4
	FA.IA.1.4	Prepare and exhibit their work in class or in larger settings.	FPA 11.1.A.6

FA.IA.2		Students will create an original graphite composition using elements and principles of design.	Standard Reference
	FA.IA.2.1	Research Contemporary and historical artist spotlights	FPA 11.3.A.1 FPA 11.3.A.2 FPA 11.3.A.3
	FA.IA.2.2	Use contour line.	FPA 11.1.A.3
	FA.IA.2.3	Use value and contrast techniques correctly.	FPA 11.1.A.3
	FA.IA.2.4	Create a focal point using the rule of thirds correctly.	FPA 11.1.A.3
	FA.IA.2.5	Differentiate between organic vs geometric line, shape and form.	FPA 11.1.A.3
	FA.IA.2.6	Demonstrate use of movement.	FPA 11.1.A.3
	FA.IA.2.7	Create a basic 1 point perspective drawing.	FPA 11.1.A.1 FPA 11.4.A.1 FPA 11.4.A.2 FPA 11.4.A.3

	FA.IA.2.8	Create a still life drawing (basic shapes).	FPA 11.1.A.1 FPA 11.1.A.3
	FA.IA.2.9	Describe, analyze, interpret and judge artwork based on design principles.	FPA 11.2.A.1 FPA 11.2.A.2

FA.IA.3		Students will create an original pen and ink composition using elements and principles of design.	Standard Reference
	FA.IA.3.1	Interpret and analyze artwork based on design principles.	FPA 11.3.A.3
	FA.IA.3.2	Use line variety.	FPA 11.1.A.3
	FA.IA.3.3	Use texture.	FPA 11.1.A.3
	FA.IA.3.4	Research contemporary and historical spotlights.	FPA 11.3.A.3
	FA.IA.3.5	Use abstract style to create patterns.	FPA 11.1.A.1 FPA 11.1.A.3 FPA 11.3.A.1

FA.IA.4		Students will create an original color pencil drawing using realism style.	Standard Reference
	FA.IA.4.1	Use pressure and layering technique to create values.	FPA 11.1.A.1 FPA 11.1.A.3
	FA.IA.4.2	Use tints and shades.	FPA 11.1.A.1 FPA 11.1.A.3
	FA.IA.4.3	Use pastel for backgrounds.	FPA 11.1.A.1 FPA 11.1.A.3
	FA.IA.4.4	Use zoom in cropping.	FPA 11.1.A.1 FPA 11.1.A.3

FA.IA.5		Students will use elements and principles of design to create an original high quality final drawing.	Standard Reference
	FA.IA.5.1	Appropriate use of materials for medium chosen.	FPA 11.1.A.1 FPA 11.1.A.2
	FA.IA.5.2	Appropriate skill level.	FPA 11.1.A.2 FPA 11.1.A.3
	FA.IA.5.3	Use of original idea.	FPA 11.1.A.1 FPA 11.1.A.2
	FA.IA.5.4	Form and defend preferences.	FPA 11.2.A.3

Art I

Purpose Statement:	Students will apply basic drawing, painting, and sculpture skills and techniques to create and revise original works of art. Students will apply the elements and principles of design to their art and discuss and justify their choices.
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Benchmarks:

FA.A1.1		Students will create drawings from observation, imagination, and reference (but not direct copy), while using proper drawing techniques.	Standard Reference
	FA.A1.1.1	Draw from observation and references using variation of lines.	FPA 11.1.A.2 FPA 11.1.A.3
	FA.A1.1.2	Create proper proportions for point of view (draw what you see, not what you know).	FPA 11.1.A.2
	FA.A1.1.3	Use drawing materials safely and responsibly.	FPA 11.1.A.5
	FA.A1.1.4	Use shading techniques to show form using a wide range of values from light to dark.	FPA 11.1.A.1 FPA 11.1.A.2 FPA 11.1.A.3
	FA.A1.1.5	Organize visual space using one point perspective. Apply math concepts of proportion and ruler usage to drawing.	FPA 11.1.A.2 FPA 11.4.A.1

FA.A1.2		Students will apply drawing techniques in order to plan, create and revise an original work based on design elements and principles. Students will discuss their own art and the art of others (both classmates and reference artists) using proper art terminology. Select drawings for exhibit.	Standard Reference
	FA.A1.2.1	Communicate a plan for a larger scale original drawing (by use of a project proposal, thumbnail sketches, or other means), and collaborate with teacher and classmates to make revisions based on descriptive feedback.	FPA 11.1.A.1 FPA 11.1.A.3 FPA 11.1.A.4 FPA 11.2.A.2 FPA 11.4.A.4
	FA.A1.2.2	Create an original work based on the directed elements and principles of design.	FPA 11.1.A.1 FPA 11.1.A.2 FPA 11.1.A.3
	FA.A1.2.3	Describe the characteristics and purposes of historical or cultural works of art and form and defend preference for specific works (or artists or styles).	FPA 11.3.A.1 FPA 11.2.A.4

	FA.A1.2.4	Select drawings for exhibit based on analysis of selected elements and principles of design. Exhibit at school and/or local shows.	FPA 11.2.A.3 FPA 11.1.A.6 FPA 11.4.A.4
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FA.A1.3		Students will create original paintings using proper painting techniques.	Standard Reference
	FA.A1.3.1	Use paint materials safely and responsibly.	FPA 11.1.A.5
	FA.A1.3.2	Differentiate styles of various reference artists in terms of characteristics, purposes, and cultural influence.	FPA 11.3.A.1 FPA 11.3.A.2 FPA 11.3.A.3
	FA.A1.3.3	Communicate an idea for painting (by use of a project proposal, thumbnail sketches, or other means), collaborate with teacher and classmates to make revisions based on descriptive feedback.	FPA 11.1.A.1 FPA 11.1.A.4 FPA 11.2.A.4
	FA.A1.3.4	Express an idea or story in an original painting using proper techniques.	FPA 11.1.A.1 FPA 11.1.A.2
	FA.A1.3.5	Interpret intentions of the artist (own and peer paintings) based on themes, subject and symbols.	FPA 11.2.A.2
	FA.A1.3.6	Select paintings for exhibit based on analysis of selected elements and principles of design.	FPA 11.2.A.1 FPA 11.2.A.3 FPA 11.1.A.6

FA.A1.4		Students will use proper sculpture techniques to create an original 3D piece of art.	Standard Reference
	FA.A1.4.1	Differentiate between functional and decorative 3D art objects.	FPA 11.1.A.2
	FA.A1.4.2	Communicate idea for sculpture (by use of a project proposal, thumbnail sketches, or other means), collaborate with teacher and classmates to make revisions based on descriptive feedback.	FPA 11.1.A.1 FPA 11.1.A.4
	FA.A1.4.3	Create a 3D form using selected design elements and principles and proper additive/subtractive sculpture methods.	FPA 11.1.A.2 FPA 11.1.A.3

FA.A1.5		Students will critique art using the four step process (describe, analyze, interpret, judge) in a gallery setting, if possible.	Standard Reference
	FA.A1.5.1	Critique works of art using the four step process (describe, analyze, interpret, judge).	FPA 11.2.A.1 FPA 11.2.A.2 FPA 11.2.A.3

			FPA 11.2.A.4
	FA.A1.5.2	Behave appropriately in an art gallery.	FPA 11.4.A.4
	FA.A1.5.3	Discuss other locations in the community to view art and identify art skills in various careers.	FPA 11.4.A.3 FPA 11.4.A.2

Art II

Purpose Statement:	Students will produce original works of art by using proper drawing, painting, sculpture, and mixed media techniques and processes. Students will compose their art pieces using elements and principles of design and a variety of compositional strategies. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge. Students will research and discuss a variety of historical and contemporary artists in an effort to develop their own individual style.
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Benchmarks:

FA.A2.1	Students will create original art from observation, imagination, and reference (but not direct copy), while using proper drawing techniques.	Standard Reference
FA.A2.1.1	Use drawing materials safely and responsibly.	FPA 11.1.A.5
FA.A2.1.2	Draw multiple objects in proportion to each other (i.e. observational = draw what you see, not what you think you know). Render mass of object by shading with a wide range of values from white through very dark.	FPA 11.1.A.2 FPA 11.1.A.3
FA.A2.1.3	Organize visual space using 2 point perspective. Apply math concepts of proportion to drawing. Discuss architecture or interior design as career options.	FPA 11.1.A.1 FPA 11.1.A.3 FPA 11.4.A.2

FA.A2.2	Students will plan, create and revise an original work based on design elements and principles. Students will discuss their own art and the art of others (both classmates and reference artists) using proper art terminology and begin developing their own preferred style.	Standard Reference
FA.A2.2.1	Communicate plan for a larger scale original drawing (by use of a project proposal, thumbnail sketches, or other means), and collaborate with teacher and classmates to make revisions based on descriptive feedback.	FPA 11.1.A.1 FPA 11.1.A.3 FPA 11.1.A.4
FA.A2.2.2	Describe the characteristics and purposes of historical or cultural works of art and form and defend preference for specific works, artists and styles. <i>Examples include realism, impressionism, expressionism, and abstract.</i>	FPA 11.3.A.1 FPA 11.2.A.4

	FA.A2.2.3	Create an original drawing or mixed media piece based on selected style.	FPA 11.1.A.1 FPA 11.1.A.2
	FA.A2.2.4	Select drawings for exhibit based on analysis of selected elements and principles of design.	FPA 11.2.A.3 FPA 11.1.A.6

FA.A2.3		Students will create original paintings using proper painting techniques and increasingly complex compositions.	Standard Reference
	FA.A2.3.1	Use paint materials safely and responsibly.	FPA 11.1.A.5
	FA.A2.3.2	Differentiate styles of various reference artists (in terms of characteristics, purposes, and cultural influence). Choose a preferred style to express an idea, story, or personal experience in an original painting using proper techniques.	FPA 11.3.A.1 FPA 11.3.A.3 FPA 11.1.A.1 FPA 11.1.A.2
	FA.A2.3.3	Communicate idea for painting (by use of a project proposal, thumbnail sketches, or other means), collaborate with teacher and classmates to make revisions based on descriptive feedback.	FPA 11.1.A.1 FPA 11.1.A.4
	FA.A2.3.4	Create an original painting with complex composition in the selected style.	FPA 11.1.A.2 FPA 11.1.A.3
	FA.A2.3.5	Interpret intentions of the artist (own and peer paintings) based on themes, subject and symbols.	FPA 11.2.A.2
	FA.A2.3.6	Select paintings for exhibit based on analysis of selected elements and principles of design.	FPA 11.2.A.3 FPA 11.1.A.6

FA.A2.4		Students will use proper sculpture techniques to create an original 3D piece of art.	Standard Reference
	FA.A2.4.1	Communicate idea for sculpture (by use of a project proposal, thumbnail sketches, or other means), collaborate with teacher and classmates to make revisions based on descriptive feedback.	FPA 11.1.A.1 FPA 11.1.A.4
	FA.A2.4.2	Differentiate between functional and decorative 3D art objects.	FPA 11.3.A.2
	FA.A2.4.3	Provide rationale for the design based on analysis of form, texture, and balance.	FPA 11.2.A.3
	FA.A2.4.4	Create a 3D form using selected design elements and principles and proper additive/subtractive sculpture methods.	FPA 11.1.A.2 FPA 11.1.A.3

FA.A2.5		Students will critique art using the four step process (describe, analyze, interpret, judge) in a gallery setting, if possible.	Standard Reference
	FA.A2.5.1	Critique art using the four step process: describe, analyze, interpret, judge.	FPA 11.2.A.1 FPA 11.2.A.2 FPA 11.2.A.3 FPA 11.2.A.4
	FA.A2.5.2	Behave appropriately in an art gallery.	FPA 11.4.A.4
	FA.A2.5.3	Discuss other locations in the community to view art and identify art skills in various careers. Discuss exhibit opportunities for students.	FPA 11.4.A.3 FPA 11.4.A.2

Advanced Art I

Advanced Art 2D – Drawing and Painting

Advanced Art 2D - Design/Digital Art

Purpose Statement:	Students will show advanced use of tools and techniques in the studio. Students will develop original ideas and apply advanced painting/drawing/sculpture/digital skills to create and discuss art using elements and principles of design. Advanced students will select, prepare, revise and exhibit their artwork. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.
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Benchmarks:

FA.AA1.1	Students will use the artistic process to form a project proposal.	Standard Reference
		11.1.A.1 11.1.A.2 11.1.A.3 11.1.A.4 11.1.A.5 11.2.A.1 11.2.A.4
FA.AA1.1.1	Collect reference materials.	
FA.AA1.1.2	Sketch original ideas.	11.1.A.1
FA.AA1.1.3	Defend project proposal with teacher.	11.2.A.3 11.2.A.4

FA.AA1.2	Students will use materials to improve technique before starting original artwork.	Standard Reference
FA.AA1.2.1	Material setup.	11.1.A.5
FA.AA1.2.2	Use technology to research new skills.	11.1.A.2
FA.AA1.2.3	Refine technique.	11.1.A.1

FA.AA1.3	Students will create original artwork.	Standard Reference
FA.AA1.3.1	Maintain focus and work ethic.	
FA.AA1.3.2	Demonstrate advanced craftsmanship.	
FA.AA1.3.3	Differentiate and use feedback from peer or teacher critique.	11.3.A.1
FA.AA1.3.4	If chosen for competition, prepare for display.	11.1.A.6

Advanced Art II

(Farson-Eden)

Purpose Statement:	Students will produce original works of art by using proper advanced drawing, painting, sculpture, ceramic and mixed media techniques and processes. Students will compose their art pieces using elements and principles of design and a variety of compositional strategies. Students will synthesize and apply concepts derived from historical and contemporary artist research, as well as concepts garnered from nature, imagination and observation into their own original style and works. Students will critique by analysis of advanced concepts and techniques as well as using reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.
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Benchmarks:

FA.AA2.1	Students will design and create original art from observation, imagination or from reference (but not direct copy) utilizing their own developed style while also using proper advanced techniques across different mediums.	Standard Reference
FA.AA2.1.1	Use art materials and tools in a safe and responsible manner.	FPA 11.1.A.5
FA.AA2.1.2	Apply and defend subject concepts and technique in individual works.	FPA 11.2.A.3 FPA 11.2.A.4
FA.AA2.1.3	Create advanced individual work accurately utilizing elements of art and principles of design in each medium.	FPA 11.1.A.2 FPA 11.1.A.3
FA.AA2.1.4	Apply and defend outside content area concepts, accurate spatial composition, and advanced medium specific techniques.	FPA 11.1.A.1 FPA 11.1.A.2 FPA 11.1.A.3 FPA 11.2.A.1 FPA 11.2.A.3
FA.AA2.1.5	Include artwork preparation and exhibition decisions in sketches and plan.	FPA 11.1.A.6

FA.AA2.2	Students will design and create an original 2D work in a preferred medium utilizing the design elements and principles, proper advanced techniques and complex composition.	Standard Reference
FA.AA2.2.1	Use art materials and tools in a safe and responsible manner.	FPA 11.1.A.5

	FA.AA2.2.2	Create advanced individual work accurately utilizing elements of art and principles of design in each medium.	FPA 11.1.A.2 PFA 11.1.A.3
	FA.AA2.2.3	Investigate and revise artwork idea and in-progress work using processes of critique and application of teacher and peer feedback.	FPA 11.1.A.1 FPA 11.1.A.4

FA.AA2.3		Students will design and create an original 3D work in a preferred medium utilizing the design elements and principles, proper advanced techniques and complex composition.	Standard Reference
	FA.AA2.3.1	Use art materials and tools in a safe and responsible manner.	FPA 11.1.A.5
	FA.AA2.3.2	Create advanced individual work accurately utilizing elements of art and principles of design in each medium.	FPA 11.1.A.2 FPA 11.1.A.3
	FA.AA2.3.3	Investigate and revise artwork idea and in-progress work using processes of critique and application of teacher and peer feedback.	FPA 11.1.A.1 FPA 11.1.A.4

FA.AA2.4		Students will apply advanced concepts of the four step process of critique (describe, analyze, interpret, judge) in all settings to include galleries.	Standard Reference
	FA.AA2.4.1	Conduct in a professional academic manner in gallery and art field trip settings.	FPA 11.4.A.4
	FA.AA2.4.2	Critique art using the four step process of critique (describe, analyze, interpret, judge) as well as connecting and applying advanced concepts.	FPA 11.2.A.1 FPA 11.2.A.2 FPA 11.2.A.3
	FA.AA2.4.3	Synthesize the use and application of art in other academic content areas, society, career and culture.	FPA 11.4.A.1 FPA 11.4.A.2 FPA 11.4.A.3

Advanced 3D Art

Purpose Statement:	Students will show advanced use of tools and techniques in the studio. Students will develop original ideas and apply advanced ceramic and sculptural skills to create a body of work. Students will discuss art using elements and principles of design showing an advanced level of understanding. Advanced students will select, prepare, revise and exhibit their artwork. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.
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Benchmarks:

FA.AA3D.1	Students will use the artistic process to form a concentration.	Standard Reference
FA.AA3D.1.1	Collect reference materials.	11.1.A.1 11.1.A.2 11.1.A.3 11.1.A.4 11.1.A.5 11.2.A.1 11.2.A.4
FA.AA3D.1.2	Sketch/create maquettes of original ideas.	11.1.A.1
FA.AA3D.1.3	Create and write project proposal.	11.2.A.3 11.2.A.4
FA.AA3D.1.4	Defend and revise project proposal with teacher	11.2.A.3 11.2.A.4

FA.AA3D.2	Students will use materials to refine technique before starting original artwork.	Standard Reference
FA.AA3D.2.1	Material setup.	11.1.A.5
FA.AA3D.2.2	Use technology and other resources to research new skills.	11.1.A.2
FA.AA3D.2.3	Reflect on research in order to refine technique	11.1.A.1

FA.AA3D.3	Students will create original artwork.	Standard Reference
FA.AA3D.3.1	Maintain focus and work ethic.	
FA.AA3D.3.2	Demonstrate advanced craftsmanship.	
FA.AA3D.3.3	Differentiate and use feedback from peer or teacher critique.	11.3.A.1
FA.AA3D.3.4	If chosen for competition, prepare for display	11.1.A.6

FA.AA3D.4		Students will apply advanced concepts of the four-step process of critique (describe, analyze, interpret, judge) in all settings.	Standard Reference
	FA.AA3D.4.1	Conduct in a professional academic manner in gallery and art field trip settings.	FPA 11.4.A.4
	FA.AA3D.4.2	Critique art using the four step process of critique (describe, analyze, interpret, judge) as well as connecting and applying advanced concepts.	FPA 11.2.A.1 FPA 11.2.A.2 FPA 11.2.A.3
	FA.AA3D.4.3	Synthesize the use and application of art in other academic content areas: society, career and culture.	FPA 11.4.A.1 FPA 11.4.A.2 FPA 11.4.A.3

Drawing I

Purpose Statement:	Students will properly use tools and techniques in the studio. Students will apply intermediate drawing skills to create and revise original artwork. Students will apply the elements and principles of design to their art and discuss and justify their choices.
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Benchmarks:

FA.D1.1	Students will demonstrate studio procedures and use the artistic process.	Standard Reference
FA.D1.1.1	Follow studio procedures, expectations and good craftsmanship.	FPA 11.1.A.5 FPA 11.4.A.4
FA.D1.1.2	Follow instructions to create an original design on portfolios (i.e. binders for storing work) and sketchbooks.	FPA 11.1.A.1 FPA 11.1.A.4 FPA 11.1.A.5
FA.D1.1.3	Weekly sketchbook drawing from prompts.	FPA 11.1.A.1
FA.D1.1.4	Use the artistic process including development of an idea (<i>for example a project proposal</i>), gathering materials and thumbnail sketches, and create and revise.	FPA 11.1.A.2 FPA 11.1.A.6 FPA 11.2.A.1 FPA 11.2.A.2 FPA 11.2.A.3 FPA 11.2.A.4
FA.D1.1.5	Prepare and exhibit their work in class or in larger settings.	FPA 11.1.A.6

FA.D1.2	Students will create an original graphite composition using elements and principles of design.	Standard Reference
FA.D1.2.1	Research Contemporary and historical artist spotlights.	FPA 11.3.A.1 FPA 11.3.A.2 FPA 11.3.A.3
FA.D1.2.2	Use contour line.	FPA 11.1.A.3
FA.D1.2.3	Use value and contrast techniques correctly.	FPA 11.1.A.3
FA.D1.2.4	Create a focal point using the rule of thirds correctly.	FPA 11.1.A.3
FA.D1.2.5	Differentiate between organic vs geometric line, shape and form.	FPA 11.1.A.3
FA.D1.2.6	Demonstrate use of movement.	FPA 11.1.A.3
FA.D1.2.7	Create a basic 2 point perspective drawing with foreground, middle ground, and background.	FPA 11.1.A.1 FPA 11.4.A.1 FPA 11.4.A.2

			FPA 11.4.A.3
	FA.D1.2.8	Create a still life drawing (draw from observation).	FPA 11.1.A.1 FPA 11.1.A.3
	FA.D1.2.9	Describe, analyze, interpret and judge artwork based on design principles.	FPA 11.2.A.1 FPA 11.2.A.2

FA.D1.3		Students will create an original pen and ink composition using elements and principles of design.	Standard Reference
	FA.D1.3.1	Interpret and analyze artwork based on design principles.	FPA 11.3.A.3
	FA.D1.3.2	Use line variety.	FPA 11.1.A.3
	FA.D1.3.3	Use texture.	FPA 11.1.A.3
	FA.D1.3.4	Research contemporary and historical spotlights.	FPA 11.3.A.3
	FA.D1.3.5	Use abstract style to create patterns.	FPA 11.1.A.1 FPA 11.1.A.3 FPA 11.3.A.1

FA.D1.4		Students will create an original color pencil drawing using realism style.	Standard Reference
	FA.D1.4.1	Use glazing technique with colorless blender.	FPA 11.1.A.1 FPA 11.1.A.3
	FA.D1.4.2	Use complementary color scheme for creating shades.	FPA 11.1.A.1 FPA 11.1.A.3
	FA.D1.4.3	Use tints and shades.	FPA 11.1.A.1 FPA 11.1.A.3
	FA.D1.4.4	Use Gaussian blur technique.	
	FA.D1.4.5	Use pastel for backgrounds.	FPA 11.1.A.1 FPA 11.1.A.3
	FA.D1.4.6	Use zoom in cropping.	FPA 11.1.A.1 FPA 11.1.A.3

FA.D1.5		Students will use elements and principles of design to create an original high quality final drawing.	Standard Reference
	FA.D1.5.1	Appropriate use of materials for medium chosen.	FPA 11.1.A.1 FPA 11.1.A.2
	FA.D1.5.2	Appropriate skill level.	FPA 11.1.A.2 FPA 11.1.A.3

	FA.D1.5.3	Use of original idea.	FPA 11.1.A.1 FPA 11.1.A.2
	FA.D1.5.4	Form and defend preferences.	FPA 11.2.A.3

Drawing II

Purpose Statement:	Students will show proper use of tools and techniques in the studio. Students will develop and apply Advanced drawing skills, to create and discuss original works of art using the elements and principles of design. Advanced students will select, prepare, revise and exhibit their artwork. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.
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Benchmarks:

FA.D2.1		Students will demonstrate studio procedures and use the artistic process.	Standard Reference
	FA.D2.1.1	Follow studio procedures, expectations and good craftsmanship.	FPA 11.1.A.5 FPA 11.4.A.4
	FA.D2.1.2	Follow instructions to create an original design on portfolios (i.e. binders for storing work) and sketchbooks.	FPA 11.1.A.1 FPA 11.1.A.4 FPA 11.1.A.5
	FA.D2.1.3	Weekly sketchbook drawing from prompts	FPA 11.1.A.1
	FA.D2.1.4	Use the artistic process including development of an idea (<i>for example a project proposal</i>), gathering materials and thumbnail sketches, and create and revise.	FPA 11.1.A.2 FPA 11.1.A.6 FPA 11.2.A.1 FPA 11.2.A.2 FPA 11.2.A.3 FPA 11.2.A.4
	FA.D2.1.5	Prepare and exhibit their work in class or in larger settings.	FPA 11.1.A.6

FA.D2.2		Students will create an original graphite composition using elements and principles of design.	Standard Reference
	FA.D2.2.1	Research Contemporary and historical artist spotlights.	FPA 11.3.A.1 FPA 11.3.A.2 FPA 11.3.A.3
	FA.D2.2.2	Use contour and gesture line.	FPA 11.1.A.3
	FA.D2.2.3	Use value and high and low key contrast techniques correctly.	FPA 11.1.A.3
	FA.D2.2.4	Create a focal point using the rule of thirds correctly.	FPA 11.1.A.3
	FA.D2.2.5	Differentiate between organic vs geometric line, shape and form.	FPA 11.1.A.3
	FA.D2.2.6	Demonstrate use of movement.	FPA 11.1.A.3

	FA.D2.2.7	Create life drawings. Use correct proportions.	FPA 11.1.A.1 FPA 11.4.A.1 FPA 11.4.A.2 FPA 11.4.A.3
	FA.D2.2.8	Describe, analyze, interpret and judge artwork based on design principles.	FPA 11.2.A.1 FPA 11.2.A.2

FA.D2.3		Students will create an original pen and ink composition using elements and principles of design.	Standard Reference
	FA.D2.3.1	Research contemporary and historical spotlights.	FPA 11.3.A.3
	FA.D2.3.2	Use line and ink color variety. Identify careers where ink layering processes are used.	FPA 11.1.A.3 FPA 11.4.A.2
	FA.D2.3.3	Use texture.	FPA 11.1.A.3
	FA.D2.3.4	Use own original photograph including the human form as reference for original ink drawing.	FPA 11.3.A.3

FA.D2.4		Students will create an original color pencil drawing using realism style.	Standard Reference
	FA.D2.4.1	Use realistic photo Reference to create an original drawing.	FPA 11.1.A.1 FPA 11.1.A.2
	FA.D2.4.2	Use glazing technique with colorless blender.	FPA 11.1.A.1 FPA 11.1.A.3
	FA.D2.4.3	Use complementary color scheme for creating shades.	FPA 11.1.A.1 FPA 11.1.A.3
	FA.D2.4.4	Use tints and shades.	FPA 11.1.A.1 FPA 11.1.A.3
	FA.D2.4.5	Use zoom in cropping.	FPA 11.1.A.1 FPA 11.1.A.3

FA.D2.5		Students will use elements and principles of design to create an original high quality final drawing.	Standard Reference
	FA.D2.5.1	Appropriate use of materials for medium chosen.	FPA 11.1.A.1 FPA 11.1.A.2
	FA.D2.5.2	Appropriate skill level.	FPA 11.1.A.2 FPA 11.1.A.3
	FA.D2.5.3	Use of original idea.	FPA 11.1.A.1

			FPA 11.1.A.2
	FA.D2.5.4	Form and defend preferences.	FPA 11.2.A.3

Painting I

Purpose Statement:	Students will use proper painting tools and techniques in the studio. Students will apply proper elements and principles of design for the product and communicate about artwork using the critiquing process.
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Benchmarks:

FA.P1.1		Students will distinguish, apply and evaluate painting techniques.	Standard Reference
	FA.P1.1.1	Break down complex images into lines and shapes.	FPA 11.1.A.2 FPA 11.1.A.5
	FA.P1.1.2	Use technology to apply sketches to large canvas or surfaces.	FPA 11.1.A.1 FPA 11.1.A.2 FPA 11.1.A.4 FPA 11.1.A.5
	FA.P1.1.3	Paint sequence of layers of color appropriate to the medium.	FPA 11.1.A.2

FA.P1.2		Students will compose original works of art using the elements and principles of design and proper painting and materials techniques. They will describe, analyze, interpret and judge both their own work and the work of others.	Standard Reference
	FA.P1.2.1	Use the artistic process including development of an idea (<i>for example a project proposal</i>), gathering materials and thumbnail sketches, and create and revise.	FPA 11.1.A.2 FPA 11.1.A.6 FPA 11.2.A.1 FPA 11.2.A.2 FPA 11.2.A.3 FPA 11.2.A.4
	FA.P1.2.2	Use the elements of design and principles of design in their compositions.	FPA 11.1.A.3
	FA.P1.2.3	Demonstrate proper materials care and studio procedure.	FPA 11.1.A.5
	FA.P1.2.4	Create original works of art using proper painting techniques.	FPA 11.1.A.1 FPA 11.1.A.2 FPA 11.1.A.3
	FA.P1.2.5	Critique (describe, analyze, interpret, judge) their own work as well as others.	FPA 11.2.A.1 FPA 11.2.A.2 FPA 11.2.A.3 FPA 11.2.A.4

	FA.P1.2.6	Discuss their preferences for artistic choices in their own work and the work of others.	FPA 11.1.A.4 FPA 11.2.A.4
	FA.P1.2.7	Prepare and exhibit their work in class or in larger settings.	FPA 11.1.A.6
	FA.P1.2.8	Incorporate styles of contemporary and/or historical artists into their own work as it relates to specific works.	FPA 11.3.A.1 FPA 11.3.A.2 FPA 11.3.A.3

FA.P1.3		Students will relate art to other disciplines, careers, and everyday life.	Standard Reference
	FA.P1.3.1	Describe the work of professional artists and what skills are required.	FPA 11.4.A.2 FPA 11.4.A.3 FPA 11.4.A.4
	FA.P1.3.2	Use measurements and tools related to math (<i>for example perspective, geometric lines/shapes</i>).	FPA 11.4.A.1
	FA.P1.3.3	Demonstrate the use of proportions (<i>for example animal paintings, portraits, perspective</i>).	FPA 11.4.A.1

Painting II

Purpose Statement:	Students will show proper use of tools and techniques in the studio. Students will develop original ideas and apply advanced painting skills to create and discuss art using elements and principles of design. Advanced students will select, prepare, revise and exhibit their artwork. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.
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Benchmarks:

FA.P2.1		Students will distinguish, apply and evaluate painting techniques.	Standard Reference
	FA.P2.1.1	Break down complex images into lines and shapes.	FPA 11.1.A.2 FPA 11.1.A.5
	FA.P2.1.2	Prepare surfaces for painting (i.e. stretch canvases, stretch watercolor paper)	FPA 11.1.A.5
	FA.P2.1.3	Use technology to apply sketches to large canvas or surfaces.	FPA 11.1.A.1 FPA 11.1.A.2 FPA 11.1.A.4 FPA 11.1.A.5
	FA.P2.1.4	Paint sequence of layers of color appropriate to the medium.	FPA 11.1.A.2

FA.P2.2		Students will compose original works of art using the elements and principles of design and proper painting and materials techniques. They will describe, analyze, interpret and judge both their own work and the work of others.	Standard Reference
	FA.P2.2.1	Use the artistic process including development of an idea (<i>for example a project proposal</i>), gathering materials and thumbnail sketches, and create and revise.	FPA 11.1.A.2 FPA 11.1.A.6 FPA 11.2.A.1 FPA 11.2.A.2 FPA 11.2.A.3 FPA 11.2.A.4
	FA.P2.2.2	Use the elements of design and principles of design in their compositions.	FPA 11.1.A.3
	FA.P2.2.3	Demonstrate proper materials care and studio procedure.	FPA 11.1.A.5
	FA.P2.2.4	Create original works of art using proper painting techniques.	FPA 11.1.A.1 FPA 11.1.A.2

			FPA 11.1.A.3
	FA.P2.2.5	Critique (describe, analyze, interpret, judge) their own work as well as others.	FPA 11.2.A.1 FPA 11.2.A.2 FPA 11.2.A.3 FPA 11.2.A.4
	FA.P2.2.6	Discuss their preferences for artistic choices in their own work and the work of others. Begin developing own style.	FPA 11.1.A.4 FPA 11.2.A.4
	FA.P2.2.7	Prepare and exhibit their work in class or in larger settings.	FPA 11.1.A.6
	FA.P2.2.8	Incorporate styles of contemporary and/or historical artists into their own work as it relates to specific works.	FPA 11.3.A.1 FPA 11.3.A.2 FPA 11.3.A.3

FA.P2.3		Students will relate art to other disciplines, careers, and everyday life.	Standard Reference
	FA.P2.3.1	Describe the work of professional artists and what skills are required.	FPA 11.4.A.2 FPA 11.4.A.3 FPA 11.4.A.4
	FA.P2.3.2	Use measurements and tools related to math (<i>for example perspective, geometric lines/shapes</i>).	FPA 11.4.A.1
	FA.P2.3.3	Demonstrate the use of proportions (<i>for example animal paintings, portraits, perspective</i>).	FPA 11.4.A.1

Sculpture I

Purpose Statement:	Students will show proper use of tools and techniques in the studio. Students will apply intermediate sculpture techniques to create original works of art.
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Benchmarks:

FA.S1.1	Students will apply drawing techniques as a planning tool.	Standard Reference
FA.S1.1.1	Demonstrate 3D form drawing.	FPA 11.1.A.1 FPA 11.1.A.4 FPA 11.1.A.5
FA.S1.1.2	Use thumbnail sketches and/or reference changes as preliminary drawings. Revisions will be used throughout.	FPA 11.1.A.1 FPA 11.1.A.2 FPA 11.1.A.4

FA.S1.2	Students will use the elements and principles of design and composition to create original works of art using proper sculpture and materials techniques. They will describe, analyze, interpret and judge both their own work and the work of others.	Standard Reference
FA.S1.2.1	Define and illustrate the 3D elements and principles of design, and composition types.	FPA 11.1.A.3
FA.S1.2.2	Demonstrate proper materials care and studio safety procedure.	FPA 11.1.A.5
FA.S1.2.3	Create original works of art using hand building techniques including pinch, coil, slab, surface treatment.	FPA 11.1.A.1 FPA 11.1.A.2 FPA 11.1.A.3
FA.S1.2.4	Incorporate styles of contemporary and/or historical artists into their own work as it relates to specific works.	FPA 11.3.A.1 FPA 11.3.A.2 FPA 11.3.A.3 FPA 11.4.A.2 FPA 11.4.A.3
FA.S1.2.5	Discuss their preferences for artistic choices in their own work and the work of others.	FPA 11.1.A.4 FPA 11.2.A.4
FA.S1.2.6	Critique (describe, analyze, interpret, judge) their own work as well as others.	FPA 11.2.A.1 FPA 11.2.A.2 FPA 11.2.A.3 FPA 11.2.A.4

	FA.S1.2.7	Discuss their preferences for artistic choices in their own work and the work of others.	FPA 11.1.A.4 FPA 11.2.A.4
	FA.S1.2.8	Prepare and exhibit their work in class or in larger settings.	FPA 11.1.A.6 FPA 11.4.A.4
	FA.S1.2.9	Differentiate between functional and nonfunctional sculptures.	FPA 11.1.A.2
	FA.S1.2.10	Use terminology for stages of clay.	FPA 11.1.A.2
	FA.S1.2.11	Use kiln firing terminology.	FPA 11.1.A.2

FA.S1.3		Students will relate art to other disciplines, careers and everyday life.	Standard Reference
	FA.S1.3.1	Describe the work of professional artists and what skills are required.	FPA 11.4.A.2 FPA 11.4.A.3 FPA 11.4.A.4
	FA.S1.3.2	Demonstrate the use of proportions (<i>for example animal proportion, portraits</i>).	FPA 11.4.A.1
	FA.S1.3.3	Use theme and narrative through symbolism.	FPA 11.2.A.2 FPA 11.4.A.1

Sculpture II

Purpose Statement:	Students will show proper use of tools and techniques in the studio. Students will develop original ideas and apply advanced sculpture skills to create and discuss art using elements and principles of design. Advanced students will select, prepare, revise and exhibit their artwork. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.
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Benchmarks:

FA.S2.1	Students will apply drawing techniques as a planning tool.	Standard Reference
FA.S2.1.1	Demonstrate 3D form drawing.	FPA 11.1.A.1 FPA 11.1.A.4 FPA 11.1.A.5
FA.S2.1.2	Use thumbnail sketches and/or reference changes as preliminary drawings. Revisions will be used throughout.	FPA 11.1.A.1 FPA 11.1.A.2 FPA 11.1.A.4

FA.S2.2	Students will use the elements and principles of design and composition to create original works of art using proper sculpture and materials techniques. They will describe, analyze, interpret and judge both their own work and the work of others.	Standard Reference
FA.S2.2.1	Define and illustrate the 3D elements of design, principles of design, and composition types.	FPA 11.1.A.3
FA.S2.2.2	Demonstrate proper materials care and studio safety procedures.	FPA 11.1.A.5
FA.S2.2.3	Create original works of art using hand building techniques. Including pinch, coil, slab, surface treatment.	FPA 11.1.A.1 FPA 11.1.A.2 FPA 11.1.A.3
FA.S2.2.4	Create original wheel thrown pots including functional and nonfunctional.	FPA 11.1.A.1
FA.S2.2.5	Incorporate styles of contemporary and/or historical artists into their own work as it relates to specific works.	FPA 11.3.A.1 FPA 11.3.A.2 FPA 11.3.A.3 FPA 11.2.A.2 FPA 11.2.A.3
FA.S2.2.6	Discuss their preferences for artistic choices in their own work and the work of others.	FPA 11.1.A.4 FPA 11.2.A.4

	FA.S2.2.7	Critique (describe, analyze, interpret, judge) their own work as well as the work of others.	FPA 11.2.A.1 FPA 11.2.A.2 FPA 11.2.A.3 FPA 11.2.A.4
	FA.S2.2.8	Discuss their preferences for artistic choices in their own work and the work of others.	FPA 11.1.A.4 FPA 11.2.A.4
	FA.S2.2.9	Prepare and exhibit their work in class or in larger settings.	FPA 11.1.A.6 FPA 11.4.A.4
	FA.S2.2.10	Use terminology for stages of clay and kiln firing.	FPA 11.1.A.2

FA.S2.3		Students will relate art to other disciplines, careers and everyday life.	Standard Reference
	FA.S2.3.1	Describe the work of professional artists and what skills are required.	FPA 11.4.A.2 FPA 11.4.A.3 FPA 11.4.A.4
	FA.S2.3.2	Demonstrate the use of proportions (<i>for example animal proportion, portraits</i>).	FPA 11.4.A.1
	FA.S2.3.3	Use theme and narrative through symbolism.	FPA 11.4.A.1 FPA 11.2.A.2
	FA.S2.3.4	Differentiate between functional and non-functional sculptures.	FPA 11.1.A.2

Introduction to Digital Arts

Purpose Statement:	Students in this course will utilize Adobe Suites to build the fundamental skills needed to use the programs and understand the process of creating digital art. The elements of art and the principles of design are interwoven into this course so students gain a better understanding of how to apply them to the work they create. Students will be presented with opportunities to use problem solving and critical thinking skills when creating original art projects. The purpose of this course is for students to develop the skills to create and edit original artwork via digital media that visually communicate with viewers. Students will be given an overview of how digital art is applicable to real life and associated with future career paths.
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Benchmarks:

FA.IDA.1		Students will demonstrate appropriate studio procedures using technology and computer program(s) related to graphic arts.	Standard Reference
	FA.IDA.1.1	Discuss studio procedures specific to the graphic arts classroom.	FPA 11.1.A.5
	FA.IDA.1.2	Understanding a history of how digital art emerged as an art form and recognize its purpose.	FPA 11.4.A.1
	FA.IDA.1.3	Connect historical events and their impact on the evolution of graphic design.	FPA 11.4.A.2

FA.IDA.2		Students will demonstrate proper use of technology that is specific to using program(s) related to graphic arts.	Standard Reference
	FA.IDA.2.1	Demonstrate computer care and follow program downloading procedures.	FPA 11.1.A.1
	FA.IDA.2.2	Recognize the proper use of computer graphic art editing tools.	FPA 11.1.A.1
	FA.IDA.2.3	Use correct file saving formats for digital art.	FPA 11.1.A.2

FA.IDA.3		Students will understand and apply basic functions of computer program(s) related to graphic arts to create original artworks.	Standard Reference
	FA.IDA.3.1	Use Selection Tools to edit objects.	FPA 11.1.A.1
	FA.IDA.3.2	Understand layer functions, layer order and layer shortcut keys.	FPA 11.1.A.2 FPA 11.1.A.3

	FA.IDA.3.3	Merge multiple photos together.	FPA 11.3.A.1 FPA 11.2.A.2
	FA.IDA.3.4	Apply filters to edit photographs.	FPA 11.3.A.1 FPA 11.3.A.2

FA.IDA.4		Students analyze artwork through critiques.	Standard Reference
	FA.IDA.4.1	Interpret an artist's intentions of artwork's meaning.	FPA 11.2.A.2
	FA.IDA.4.2	Recognize specific elements and principles of design used in an artwork.	FPA 11.2.A.3
	FA.IDA.4.3	Construct and defend personal opinions of artwork based on visual properties.	FPA 11.2.A.4
	FA.IDA.4.4	Apply correct art terminology.	FPA 11.2.A.1

FA.IDA.5		Students will recognize the different elements of typography, its importance and the variety of messages fonts communicate.	Standard Reference
	FA.IDA.5.1	Identify the differences between font types.	FPA 11.1.A.6
	FA.IDA.5.2	Compare different font styles and their effects on the message being communicated.	FPA 11.1.A.2
	FA.IDA.5.3	Apply concepts of typography artwork.	FPA 11.1.A.2

FA.IDA.6		Students will apply their knowledge and concepts from the previous units in order to create an original graphic artwork demonstrating understanding of the concepts.	Standard Reference
	FA.IDA.6.1	Create an original artwork that utilizes multiple program tools learned this semester.	FPA 11.1.A.3
	FA.IDA.6.2	Apply the elements and principles of art to original artwork.	FPA 11.1.A.3

Computer Graphic Design I

Purpose Statement:	
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Benchmarks:

FA.GD1.1	Students will understand the history of graphic design.	Standard Reference
FA.GD1.1.1	Connect historical events and their impact on the evolution of graphic design.	FPA 11.3.A.3
FA.GD1.1.2	Summarize how technological advances impacted graphic design throughout the years.	FPA 11.3.A.1
FA.GD1.1.3	Recognize the purpose of graphic design.	FPA 11.3.A.2

FA.GD1.2	Students will create original artwork through proper use of computer graphic design programs.	Standard Reference
FA.GD1.2.1	Demonstrate computer care and proper use.	FPA 11.1.A.5
FA.GD1.2.2	Recognize the proper use of editing tools.	FPA 11.1.A.5
FA.GD1.2.3	Use correct file formats.	FPA 11.1.A.5
FA.GD1.2.4	Apply the elements and principles of design to all projects and editing techniques.	FPA 11.1.A.3
FA.GD1.2.5	Apply concepts from specific, planned techniques to enhance artwork.	FPA 11.1.A.1

FA.GD1.3	Students will create original illustrations using computer program tools.	Standard Reference
FA.GD1.3.1	Combine multiple tools and techniques to create and enhance an original artwork.	FPA 11.1.A.2
FA.GD1.3.2	Create artwork that conveys a specific message or point of view.	FPA 11.1.A.2
FA.GD1.3.3	Apply the elements and principles of art to original artwork.	FPA 11.1.A.3

FA.GD1.4	Students will recognize the different elements of typography and its importance in graphic design.	Standard Reference
FA.GD1.4.1	List the different elements in types of font.	FPA 11.1.A.6

	FA.GD1.4.2	Compare different font styles and their effects on the message being communicated.	FPA 11.1.A.2
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FA.GD1.5		Students analyze his/her individual artwork through self-critiques.	Standard Reference
	FA.GD1.5.1	Prove and defend the use of specific details and/or techniques in his/her original artwork.	FPA 11.2.A.4
	FA.GD1.5.2	Recognize and observe use of specific elements and principles of design in original artwork.	FPA 11.2.A.3

FA.GD1.6		Students analyze peer's original artwork through critiques.	Standard Reference
	FA.GD1.6.1	Interpret an artist's intentions of artwork's meaning.	FPA 11.2.A.2
	FA.GD1.6.2	Recognize specific elements and principles of design used in an artwork.	FPA 11.2.A.3
	FA.GD1.6.3	Construct and defend personal opinions of artwork based off of visual properties.	FPA 11.2.A.4
	FA.GD1.6.4	Apply correct art terminology.	FPA 11.2.A.1

FA.GD1.7		Students analyze and interpret the elements that go into company branding through logomarks and logotypes.	Standard Reference
	FA.GD1.7.1	Create a logomark using correct techniques.	FPA 11.4.A.3
	FA.GD1.7.2	Create a logotype using correct technique.	FPA 11.4.A.3
	FA.GD1.7.3	Create original artwork that shows the applied concepts of the elements and principles of art.	FPA 11.4.A.1

Computer Graphic Design II

Purpose Statement:	
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Benchmarks:

FA.GD2.1	Students will demonstrate appropriate behaviors in the classroom and when working with others.	Standard Reference
FA.GD2.1.1	Communicate with peers using professional language.	FPA 11.4.A.4
FA.GD2.1.2	Distinguish between proper and improper handling of RSHS equipment.	FPA 11.4.A.4
FA.GD2.1.3	Work with peers to formulate ideas and address concerns.	FPA 11.4.A.4
FA.GD2.1.4	Show understanding of Art Department Guidelines through proper actions in the classroom.	FPA 11.4.A.4

FA.GD2.2	Students will create original artwork through proper use of computer graphic design programs.	Standard Reference
FA.GD2.2.1	Demonstrate computer care and proper use.	FPA 11.1.A.5
FA.GD2.2.2	Recognize the proper use of editing tools.	FPA 11.1.A.5
FA.GD2.2.3	Use correct file formats.	FPA 11.1.A.5
FA.GD2.2.4	Apply the elements and principles of design to all projects and editing techniques.	FPA 11.1.A.3
FA.GD2.2.5	Apply concepts from specific, planned techniques to enhance artwork.	FPA 11.1.A.1

FA.GD2.3	Students will recognize the different elements of typography and apply them properly to create a desired effect in artwork.	Standard Reference
FA.GD2.3.1	Explain the different elements in types of font and defend their choices.	FPA 11.1.A.6
FA.GD2.3.2	Compare different font styles and their effects on the message being communicated.	FPA 11.1.A.2
FA.GD2.3.3	Apply concepts of typography to his/her artwork to communicate a specific message.	FPA 11.1.A.2

FA.GD2.4		Students will create original illustrations using computer program tools.	Standard Reference
	FA.GD2.4.1	Combine multiple tools and techniques to create and enhance an original artwork.	FPA 11.1.A.2
	FA.GD2.4.2	Create artwork that conveys a specific message or point of view.	FPA 11.1.A.2
	FA.GD2.4.3	Apply color theory to alter or enhance a specific message in his/her artwork.	FPA 11.1.A.3
	FA.GD2.4.4	Apply the elements and principles of art to original artwork.	FPA 11.1.A.3
	FA.GD2.4.5	Synthesize elements from multiple references to create original artwork.	FPA 11.1.A.1

FA.GD2.5		Students will analyze his/her individual artwork through self-critiques.	Standard Reference
	FA.GD2.5.1	Prove and defend the use of specific details and/or techniques in his/her original artwork.	FPA 11.2.A.4
	FA.GD2.5.2	Recognize and observe use of specific elements and principles of design in original artwork.	FPA 11.2.A.3

FA.GD2.6		Students will analyze peer's original artwork through critiques.	Standard Reference
	FA.GD2.6.1	Interpret an artist's intentions of artwork's meaning.	FPA 11.2.A.2
	FA.GD2.6.2	Recognize specific elements and principles of design used in an artwork.	FPA 11.2.A.3
	FA.GD2.6.3	Construct and defend personal opinions of artwork based off of visual properties.	FPA 11.2.A.4
	FA.GD2.6.4	Apply correct art terminology.	FPA 11.2.A.1

FA.GD2.7		Students will analyze different areas of graphic design and the impact each area has on society.	Standard Reference
	FA.GD2.7.1	Identify career path opportunities that connect to different areas of graphic design.	FPA 11.4.A.3
	FA.GD2.7.2	Recognize the steps that need to be taken to pursue specific careers in graphic design.	FPA 11.4.A.2

	FA.GD2.7.3	Create original artwork that shows a understanding of stylistic elements specific to different graphic design careers.	FPA 11.4.A.1
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FA.GD2.8		Students will analyze the relationship between changes in technology and society with the function of graphic design.	Standard Reference
	FA.GD2.8.1	Connect the historical needs of society with the creation of graphic design.	FPA 11.3.A.2
	FA.GD2.8.2	Analyze historical advances in technology and their impact on the evolution of graphic design.	FPA 11.3.A.1
	FA.GD2.8.3	Compare and contrast different methods used in history of conveying a message through artwork.	FPA 11.3.A.3

Computer Graphic Design III

Purpose Statement:	Students will show advanced use of computer tools and techniques in the studio. Students will develop original ideas and apply advanced digital skills to create art using elements and principles of design. Advanced students will select, prepare, revise and exhibit their artwork. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.
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Benchmarks:

FA.GD3.1	Students will use the artistic process to choose a concentration topic for their artwork this semester.	Standard Reference
FA.GD3.1.1	Sketch original ideas.	FA.AA1.1.3
FA.GD3.1.2	Create project proposal for concentration.	
FA.GD3.1.3	Defend and revise project proposal with the teacher.	11.2.A.3 11.2.A.4

FA.GD3.2	Students will use materials to refine technique before starting original artwork.	Standard Reference
FA.GD3.2.1	Set up materials.	11.1.A.5
FA.GD3.2.2	Use technology and other resources to research new skills.	11.1.A.2
FA.GD3.2.3	Reflect on research in order to refine technique.	11.1.A.1

FA.GD3.3	Students will create original artwork.	Standard Reference
FA.GD3.3.1	Maintain focus and work ethic.	11.2.A.3 11.2.A.4
FA.GD3.3.2	Demonstrate advanced craftsmanship.	FPA 11.1.A.2 FPA 11.1.A.3
FA.GD3.3.3	Differentiate and use feedback from peer or teacher critique.	11.3.A.1
FA.GD3.3.4	If chosen for competition, prepare for display.	11.1.A.6

FA.GD3.4	Students will critique art using the four-step process (describe, analyze, interpret, judge) in all settings.	Standard Reference
FA.GD3.4.1	Conduct in a professional academic manner in gallery and art field trip settings.	FPA 11.4.A.4

	FA.GD3.4.2	Critique art using the four step process: describe, analyze, interpret, judge. As well as connecting and applying advanced concepts.	FPA 11.2.A.1 FPA 11.2.A.2
	FA.GD3.4.3	Synthesize the use and application of art in other academic content areas: society, career and culture.	FPA 11.4.A.1 FPA 11.4.A.2 FPA 11.4.A.3

Online Graphic Arts

Purpose Statement:	Students will develop skills to create and edit original artwork in a digital format. Students will utilize Adobe Applications and/or other industry software to build the fundamental skills needed to create digital art. Students will be given an overview of how digital art is applicable to real life and future career paths. The elements and principles of art and design are interwoven into this course so students will gain a better understanding of how to apply them to their artwork. Students will be presented with opportunities to use problem solving, critical thinking skills, and 21st century tech skills when creating original art projects.
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Benchmarks:

FA.OGA.1		Students will demonstrate appropriate studio procedures using technology and understand	Standard Reference
	FA.OGA.1.1	Discuss studio procedures for distance learning.	FPA 11.1.A.5
	FA.OGA.1.2	Understanding a history of how digital art emerged as an art form and recognize its purpose.	FPA 11.4.A.1
	FA.OGA.1.3	Connect historical events and their impact on the evolution of graphic design.	FPA 11.4.A.2

FA.OGA.2		Students will demonstrate proper use of technology that is specific to using program(s) related to graphic arts	Standard Reference
	FA.OGA.2.1	Demonstrate computer care and follow program downloading procedures.	FPA 11.1.A.1
	FA.OGA.2.2	Recognize the proper use of computer editing tools.	FPA 11.1.A.1
	FA.OGA.2.3	Use correct file saving formats for digital art.	FPA 11.1.A.2

FA.OGA.3		Students will understand and apply basic functions of computer program(s) related to graphic arts to create original artworks.	Standard Reference
	FA.OGA.3.1	Use Selection Tools to isolate individual objects in photos to edit and recolor them.	FPA 11.1.A.1
	FA.OGA.3.2	Understand layer functions, layer order and layer shortcut keys.	FPA 11.1.A.2 FPA 11.1.A.3
	FA.OGA.3.3	Merge multiple photos together.	FPA 11.3.A.1 FPA 11.2.A.2
	FA.OGA.3.4	Apply filters to edit photographs.	FPA 11.3.A.1 FPA 11.3.A.2

FA.OGA.4		Students analyze artwork through critiques.	Standard Reference
	FA.OGA.4.1	Interpret an artist's intentions of artwork's meaning.	FPA 11.2.A.2
	FA.OGA.4.2	Recognize specific elements and principles of design used in an artwork.	FPA 11.2.A.3
	FA.OGA.4.3	Construct and defend personal opinions of artwork based on visual properties.	FPA 11.2.A.4
	FA.OGA.4.4	Apply correct art terminology.	FPA 11.2.A.1

FA.OGA.5		Students will recognize the different elements of typography, its importance and the variety of messages fonts communicate.	Standard Reference
	FA.OGA.5.1	Identify the differences between serif and sans serif fonts.	FPA 11.1.A.6
	FA.OGA.5.2	Compare different font styles and their effects on the message being communicated.	FPA 11.1.A.2
	FA.OGA.5.3	Apply concepts of typography artwork.	FPA 11.1.A.2

FA.OGA.6		Students analyze and interpret the elements that go into company branding through logomarks and logotypes.	Standard Reference
	FA.OGA.6.1	Identify logo marks and logotypes.	FPA 11.4.A.3
	FA.OGA.6.2	Apply correct art terminology related to logs.	FPA 11.2.A.1
	FA.OGA.6.3	Use the elements and principles of design to create an original logo design.	FPA 11.4.A.3

FA.OGA.7		Students will apply their knowledge and concepts from the previous units in order to create an original graphic artwork demonstrating understanding of the concepts.	Standard Reference
	FA.OGA.7.1	Create an original artwork that utilizes multiple program tools learned this semester.	FPA 11.1.A.3
	FA.OGA.7.2	Apply the elements and principles of art to original artwork.	FPA 11.1.A.3

Digital Photography I

Purpose Statement:	
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Benchmarks:

FA.DP1.1	Students will investigate the history of photography and the camera.	Standard Reference
FA.DP1.1.1	Identify art connections to science.	FPA 11.3.A.3
FA.DP1.1.2	Summarize the timeline of different types of photography.	FPA 11.3.A.2
FA.DP1.1.3	Identify the different uses of photography throughout history.	FPA 11.3.A.1

FA.DP1.2	Students will compare and contrast elements that make up different photography styles and how each affected or were effected by historical events.	Standard Reference
FA.DP1.2.1	Analyze key elements that differentiate styles from one another.	FPA 11.3.A.3
FA.DP1.2.2	Make connections between historical events and popular photography styles.	FPA 11.3.A.1
FA.DP1.2.3	Interpret connections between technological advances and popular photography styles.	FPA 11.3.A.1
FA.DP1.2.4	Classify specific elements to create style specific photos.	FPA 11.3.A.2

FA.DP1.3	Students will observe and apply correct camera care and use.	Standard Reference
FA.DP1.3.1	Understand, sign, and return RSHS Camera Contract.	FPA 11.4.A.4
FA.DP1.3.2	Clean cameras properly.	FPA 11.4.A.4

FA.DP1.4	Students will create photographs using a DSLR camera manual settings.	Standard Reference
FA.DP1.4.1	Change ISO settings based on light availability.	FPA 11.1.A.1
FA.DP1.4.2	Use different F-Stop settings to create a focal point.	FPA 11.1.A.2
FA.DP1.4.3	Apply correct techniques when working with shutter speeds.	FPA 11.1.A.1

	FA.DP1.4.4	Connect aperture to F-stop settings.	FPA 11.1.A.1
	FA.DP1.4.5	Apply concepts from the elements and principles of art to plan and create a specific photograph.	FPA 11.1.A.3
	FA.DP1.4.6	Take control of creative decisions to create an original photograph.	FPA 11.1.A.2

FA.DP1.5		Students will analyze his/her individual photographs through self-critiques.	Standard Reference
	FA.DP1.5.1	Prove and defend the use of specific details and/or techniques in his/her original photographs.	FPA 11.2.A.3
	FA.DP1.5.2	Recognize and observe use of specific elements and principles of design in original photographs.	FPA 11.2.A.1

FA.DP1.6		Students can analyze peer's original photographs through critiques.	Standard Reference
	FA.DP1.6.1	Interpret an artist's intentions of artwork's meaning.	FPA 11.2.A.2
	FA.DP1.6.2	Recognize specific elements and principles of design used in a photograph.	FPA 11.2.A.1
	FA.DP1.6.3	Construct and defend personal opinions of artwork based off of visual properties.	FPA 11.2.A.4
	FA.DP1.6.4	Apply correct art terminology.	FPA 11.2.A.3

FA.DP1.7		Students will modify photographs through proper use of image editing programs.	Standard Reference
	FA.DP1.7.1	Demonstrate computer care and proper use.	FPA 11.1.A.5
	FA.DP1.7.2	Recognize the proper use of editing tools.	FPA 11.1.A.5
	FA.DP1.7.3	Use correct file formats.	FPA 11.1.A.5
	FA.DP1.7.4	Apply the elements and principles of design to all projects and editing techniques.	FPA 11.1.A.3
	FA.DP1.7.5	Apply concepts from specific, planned editing technique to enhance photographs.	FPA 11.1.A.1

Digital Photography II

Purpose Statement:	
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Benchmarks:

FA.DP2.1	Students will observe and apply correct camera care and use.	Standard Reference
FA.DP2.1.1	Clean cameras properly.	FPA 11.4.A.4
FA.DP2.1.2	Show proper use when switching lenses.	FPA 11.4.A.4

FA.DP2.2	Students will demonstrate appropriate behaviors when working with others.	Standard Reference
FA.DP2.2.1	Communicate with peers using professional language.	FPA 11.4.A.4
FA.DP2.2.2	Distinguish between proper and improper handling of RSHS photography equipment.	FPA 11.4.A.4
FA.DP2.2.3	Work with peers to formulate ideas and address concerns.	FPA 11.4.A.1

FA.DP2.3	Students will create photographs using advanced techniques and DSLR camera manual settings.	Standard Reference
FA.DP2.3.1	Change ISO settings based on light availability.	FPA 11.1.A.1
FA.DP2.3.2	Use different F-stop settings to create a focal point.	FPA 11.1.A.2
FA.DP2.3.3	Apply correct techniques when working with shutter speeds.	FPA 11.1.A.1
FA.DP2.3.4	Connect aperture to F-stop settings.	FPA 11.1.A.1
FA.DP2.3.5	Apply concepts from the elements and principles of art to plan and create a specific photograph.	FPA 11.1.A.3
FA.DP2.3.6	Take control of creative decisions to create an original photograph.	FPA 11.1.A.2
FA.DP2.3.7	Alter or modify elements to enhance original photographs.	FPA 11.1.A.1

FA.DP2.4	Students will modify photographs through proper use of image editing programs.	Standard Reference
FA.DP2.4.1	Demonstrate computer care and proper use.	FPA 11.1.A.5
FA.DP2.4.2	Recognize the proper use of editing tools.	FPA 11.1.A.5

	FA.DP2.4.3	Use correct file formats.	FPA 11.1.A.5
	FA.DP2.4.4	Apply the elements and principles of design to all projects and editing techniques.	FPA 11.1.A.3
	FA.DP2.4.5	Apply concepts from specific, planned editing technique to enhance photographs.	FPA 11.1.A.1
	FA.DP2.4.6	Synthesize previously learned editing techniques and apply them to original photographs.	FPA 11.1.A.1

FA.DP2.5		Students will analyze his/her individual photographs through self-critiques.	Standard Reference
	FA.DP2.5.1	Prove and defend the use of specific details and/or techniques in his/her original photographs.	FPA 11.2.A.3
	FA.DP2.5.2	Recognize and observe use of specific elements and principles of design in original photographs.	FPA 11.2.A.1

FA.DP2.6		Students will analyze peer's original photographs through critiques.	Standard Reference
	FA.DP2.6.1	Interpret an artist's intentions of artwork's meaning.	FPA 11.2.A.2
	FA.DP2.6.2	Recognize specific elements and principles of design used in a photograph.	FPA 11.2.A.1
	FA.DP2.6.3	Construct and defend personal opinions of artwork based off of visual properties.	FPA 11.2.A.4
	FA.DP2.6.4	Apply correct art terminology.	FPA 11.2.A.1

FA.DP2.7		Students will research photography movements that interest them and select a style to recreate using original photographs.	Standard Reference
	FA.DP2.7.1	Analyze a specific photography style and select key elements that create that specific style.	FPA 11.3.A.2
	FA.DP2.7.2	Synthesize key elements of a photography style and its function to create an original photograph.	FPA 11.3.A.1
	FA.DP2.7.3	Compare and contrast different movements in photography.	FPA 11.3.A.3

FA.DP2.8		Students will analyze different styles of photography and the impact each style has on society.	Standard Reference
	FA.DP2.8.1	Identify career path opportunities that connect to different styles of photography.	FPA 11.4.A.2
	FA.DP2.8.2	Recognize the steps that need to be taken to pursue specific careers in photography.	FPA 11.4.A.2
	FA.DP2.8.3	Create original photographs that show a understanding of stylistic elements specific to different photograph careers.	FPA 11.4.A.2

FA.DP2.9		Students will create studio lighting effects that enhance original photographs.	Standard Reference
	FA.DP2.9.1	Use studio lights in a safe, responsible manner.	FPA 11.1.A.5
	FA.DP2.9.2	Design studio light layouts that create specific, desired effects.	FPA 11.1.A.2
	FA.DP2.9.3	Work with peers to identify and agree upon best approaches for photographs.	FPA 11.1.A.4

Digital Photography III

Purpose Statement:	Students will show advanced knowledge of correctly using DSLR manual camera settings and photo editing programs through the creation of original artworks. Students will develop original ideas and apply what they have learned in Digital Photography 1 and 2 while using elements and principles of design. Advanced students will select, prepare, revise and exhibit their artwork. Students will critique reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge.
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Benchmarks:

FA.DP3.1		Students will use the artistic process to form a concentration.	Standard Reference
	FA.DP3.1.1	Collect reference materials.	FPA 11.1.A.1 FPA 11.1.A.2 FPA 11.1.A.3 FPA 11.1.A.4 FPA 11.1.A.5 FPA 11.2.A.1 FPA 11.2.A.4
	FA.DP3.1.2	Sketch/create maquettes of original ideas.	FPA 11.1.A.1
	FA.DP3.1.3	Create and write project proposal.	FPA 11.2.A.3 FPA 11.2.A.4
	FA.DP3.1.4	Defend and revise project proposal with teacher.	FPA 11.2.A.3 FPA 11.2.A.4

FA.DP3.2		Students will use materials to refine technique before starting original artwork.	Standard Reference
	FA.DP3.2.1	Material setup.	FPA 11.1.A.5
	FA.DP3.2.2	Use technology and other resources to research new skills.	FPA 11.1.A.2
	FA.DP3.2.3	Reflect on research in order to refine technique.	FPA 11.1.A.1

FA.DP3.3		Students will create original artwork.	Standard Reference
	FA.DP3.3.1	Maintain focus and work ethic.	
	FA.DP3.3.2	Demonstrate advanced craftsmanship.	
	FA.DP3.3.3	Differentiate and use feedback from peer or teacher critique.	FPA 11.3.A.1
	FA.DP3.3.4	If chosen for competition, prepare for display.	FPA 11.1.A.6

FA.DP3.4		Students will apply advanced concepts of the four-step process of critique (describe, analyze, interpret, judge) in all settings.	Standard Reference
	FA.DP3.4.1	Conduct in a professional academic manner in gallery and art field trip settings.	FPA 11.4.A.4
	FA.DP3.4.2	Critique art using the four step process of critique (describe, analyze, interpret, judge) as well as connecting and applying advanced concepts.	FPA 11.2.A.1 FPA 11.2.A.2 FPA 11.2.A.3
	FA.DP3.4.3	Synthesize the use and application of art in other academic content areas: society, career and culture.	FPA 11.4.A.1 FPA 11.4.A.2 FPA 11.4.A.3

FA.DP3.5		Students will demonstrate their advanced knowledge and abilities by creating an original Digital Photography project.	Standard Reference
	FA.DP3.5.1	Create an original artwork that utilizes manual camera settings and photo editing tools learned this semester.	FPA 11.1.A.3
	FA.DP3.5.2	Apply the elements and principles of art to original artwork.	FPA 11.1.A.3

Appendix A
Sweetwater County School District #1
Pacing Guide

Grade/Course:		Teacher:	
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Code	Benchmark	Time Frame*	Assessment Period **			
			1	2	3	4

Appendix B

Instructional Planning Resource

School:		Teacher:	
Subject/Course:		Time required:	

Benchmark:		
Learning Target:	Standard Reference:	
	Tech Standard Reference:	
	Cross-Curricular Standard Reference:	
Formative Assessment: <input type="checkbox"/> Oral <input type="checkbox"/> Written <input type="checkbox"/> Product <input type="checkbox"/> Performance		
Criterion:		

Context (Relevancy) :		
Teacher Methods	Student Activities	Resources
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

Intervention	Enrichment