

Baltimore County Public Schools

Office of Visual Arts

Course of Study

ACKNOWLEDGEMENTS

The Office of Visual Arts of the Baltimore County Public Schools gratefully acknowledges the cooperation and assistance received from the many individuals and groups throughout Baltimore County.

Dr. Joe A. Hairston, Superintendent of Schools
Dr. Barbara S. J. Dezmon, Assistant to the Superintendent

Board of Education of Baltimore County

Ms. Joann C. Murphy, President	Mr. H. Edward Parker, Vice-President
Mr. James E. Coleman	Ms. Mary-Margaret O'Hare
Ms. Francis Harris	Mr. Joseph J. Pallozzi
Mr. Ernest E. Hines	Ms. Valerie A. Roddy
Mr. Rodger C. Janssen	Mr. David Uhlfelder
Ms. Ramona N. Johnson	Ms. Annette Karanja, student member

In addition, we would like to express special gratitude and appreciation to the many Baltimore County Public Schools teachers who have devoted their time, energy, and expertise to the development of the curricula included in the 2009-10 Visual Arts Course of Study. The following are the facilitators of our curriculum writing workshops:

Kaytee Lurz	Grace Hulse
Linda McConaughy	Michelle Momenzadeh
Cheryl Milligan	Jen McBrien
Katie Calkins	Denise Webster
Carroll Cook	Joel Thornton
Craig Llewellyn	Matt Voelker
Liberty Grayek	Ryan Twentey
Daisy McTighe	Joyce Bucci
Former Coordinator	Former Supervisor

Linda G. Popp
Visual Arts Coordinator

E. Farrell Maddox
Visual Arts Supervisor

Foreword

All children are learners, and the innate drive within them to learn must be constantly encouraged and nurtured, never stifled. To adequately fulfill the right of our students to quality education, the various courses of study in the school system must and will continue to manifest rigorous content and competencies that every student is expected to achieve. In recent years, education in Baltimore County has undergone a seismic shift in certain areas, such as increasing diversity, workforce demands, and emerging technology. The school system is committed to meet those changes as opportunities to further adhere to the highest standards and provide all students the best education possible.

Education is a multi-dimensional process, especially today. Still, the primary goal of education is the preparation of students to become self-sufficient individuals who, while pursuing their own objectives in life, will contribute to the betterment of society. This aim incorporates the ideal that education will enable people to attain personal fulfillment through learning and, at once, adopt responsibilities for others and their total environment. Essentially, education should assist individuals in enriching their lives to the best of their abilities, expanding their horizons and world visions, and fulfilling their roles as citizens. And paramount, education must prepare students to be active "learners" for the entirety of their lives.

Curriculum comprises the framework upon which instruction and learning are founded. Many often choose to view curriculum as the product of a bunch of "what's good for:" what's good for the individual, what's good for the community, what's good for business, what's good for the country, what's good for society and culture, and so on – sometimes forgetting what's good for students. And though input from all of the aforementioned sources is necessary in developing curriculum, educators must ever keep in mind that learning is not the sole possession of schools or the classroom. Accordingly, curriculum should increasingly attend, among other demands, students' need to increase creative and strategic thinking and learning skills. For with such skills, students will continue the learning process far beyond their classroom environment and into their future years.

Dr. Joe A. Hairston
Superintendent

TABLE OF CONTENTS

Acknowledgements	2
Forward	
By Dr. Joe A. Hairston, Superintendent of the Baltimore County Public Schools	
Introduction	5
Sequence of Courses	
Comprehensive Visual Arts Program, PreK – 12	7
Gifted and Talented Program	9
Magnet Program	10
International Baccalaureate Program	12
Course Objectives	
Elementary, PreK – 5	13
Middle School, grades 6 – 8	15
High School Comprehensive	
Fine Arts Sequence	16
Photography Sequence	21
Multimedia Sequence	29
Other Electives	31
Magnet Visual Arts	
Middle School, grades 6 – 8	35
High School	36

INTRODUCTION

Purpose

The Baltimore County Visual Arts Program is aligned with the National and State Standards for Visual Arts and guided by the Blueprint for Progress. Its purpose is to educate all students in creative thinking, creative production, and the artistic process while developing their understanding and appreciation of the artistic achievements of people from different times, places, and cultures.

Philosophy

The arts have served to connect our imaginations with the history of human existence. Studying civilization and creative expression throughout history and across cultures enables students to experience diversity and is multiculturalism in practice. The arts are a fundamental part of the cultural heritage of every student and as such, enhance the quality of life. They bring joy, enrichment, and fulfillment to every human being (Lehman, 1995). Art allows students to acquire the tools and knowledge necessary to create individual responses to a variety of issues and is essential, not only in understanding life, but in living it fully. According to Summary Statement: Education Reform, Standards, and the Arts,

There is ample evidence that the arts help students develop the attitudes, characteristics, and intellectual skills required to participate effectively in today's society and economy. The arts teach self-discipline, reinforce self-esteem, and foster the thinking skills and creativity so valued in the workplace. They teach the importance of teamwork and cooperation. They demonstrate the direct connection between study, hard work, and high levels of achievement.

Students are shortchanged if we fail to take advantage of what art can accomplish. The teaching of art should be directed to all students, not only the talented. The arts cannot be learned through random or casual experiences any more than math or biology can. The content of the arts consists of skills and knowledge that require a regular and systematic delivery of instruction leading to clearly identified expectations. Art can improve overall abilities in school by providing students with verbal, visual and hands-on learning experiences. A comprehensive art program enhances cognitive development, social skills, self-esteem, and interest in learning while broadening understanding of all subject matter.

Art is a basic component of a complete education. Art experience fosters aesthetic development; the ability to construct, create, decode, and describe. It provides avenues of communication, paves the way for reading, and motivates written expression. Art is a product, a process, and an essential element for creative thought and experience. A comprehensive art program contributes to maintaining a balance of instruction and learning within a school, and in meeting the vast needs and multiple intelligences of a diverse student body. This experience is both a whole unto

itself and part of a continuum of creative and intellectual development within the individual. The visual arts serve to meet the developmental needs of the student only when delivered through a sequential, year-long program that builds on the student's art experience from Pre-K through grade 12. It is intrinsic and crucial.

Art teachers are specialists trained to develop students' reasoning, imagination, dexterity, and intuition. The art teacher specialist facilitates the infusion of critical and creative thinking, so that students will analyze, critique, defend, ask what-if questions, and explore alternative points of view, enabling them to be effective, able, and creative visual communicators. The practicing art specialist or artist/teacher serves as a mentor to students through modeling the processes and skills inherent in the creative process and the skills for success.

Baltimore County Public Schools has a rich history of visual arts education. Formal art programs have been a part of Baltimore County's curricular programs for over 100 years. The art program has evolved from a program that was primarily product oriented (paintings, drawings, sculptures, prints) to one that emphasizes five standards that aim to develop a visually literate individual. These standards include perceiving and responding, art history, creative production, aesthetic criticism, and productive habits of mind. Instructional experiences are designed to engage students in visual problem solving, decision making, and experimentation with media. Through these experiences, students develop the foundational skills that establish confidence in communicating visually, empowering them to think and respond critically, creatively, and independently. The skills learned in art are transferable skills that enrich and support learning in other curriculum areas.

SEQUENCE OF COURSES

All visual arts programs in Baltimore County are based on five standards, aligned with and adapted from the National Standards for Visual Arts and the Maryland State Standards for Visual Arts. The Baltimore County standards for art education are:

Standard 1: The student will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

Standard 2: The student will demonstrate an understanding of visual art as a basic aspect of history and human experience.

Standard 3: The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Standard 4: The student will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.

Standard 5: The student will demonstrate productive artistic behaviors and habits of mind.

There are twelve emphasis areas in all programs. These are introduced to students at levels appropriate to their developmental stage and become increasingly complex as students enter the upper grades:

1. working from observation
2. working from memory, imagination, and observation
3. understanding design, style, and meaning of art
4. understanding that art expresses ideas and feelings
5. understanding the purposes of art, how art reflects society, and the factors that influence art
6. understanding style and context
7. making interdisciplinary connections
8. working with media
9. problem solving through design
10. applying processes for idea development
11. identifying and generating criteria
12. valuing one's own and the work of others.

Comprehensive Visual Arts Program (PreKindergarten-grade 12)

The Comprehensive Fine Arts Program is the general visual arts program taught in all Baltimore County schools. It provides a sequential program of art education, PreKindergarten through grade 12, that builds a foundation for developing the knowledge, skills, and processes for visual literacy and creative expression. Students study the art and cultures of different times and places, learn processes of visual problem solving and critiquing artwork, work with traditional and non-traditional art media, and express ideas in the production of their own art.

The sequence of study in the PreK-grade 12 Comprehensive Fine Arts Program includes:

Elementary Art, PreK-grade 5

Middle School Art. grades 6-8, grade 6 Portfolio Prep, grades 7 – 8 GT

High School Course Sequence:

Fine Arts Sequence:

- Fundamentals of Art (fine arts graduation requirement), Fundamentals of Art GT
- Fine Arts, Fine Arts GT
- Studio I, Studio I H, GT, AP
- Studio II, Studio II H, GT, AP

Photography Sequence:

- Photography I, Photography I GT
- Photography II, Photography II GT
- Photography III, Photography III H, GT, AP
- Photography IV, Photography IV H, GT, AP
- Photojournalism I, Photojournalism H, GT
- Photojournalism II, Photojournalism II H, GT, AP

Multimedia Sequence:

- Design, Art, and Technology Applications, GT
- Digital Image Design Processing, GT, AP
- Multimedia Image Production, GT, AP

Other Electives

- Design In Clay I, GT
- Design In Clay II, GT
- Art Seminar
- Art History – Advanced Placement
- Art and Technology
- Art in the Theatre
- Art and Artifacts, H

Gifted and Talented Visual Arts Program

The Gifted and Talented art program is a secondary program that is available in all secondary comprehensive and magnet schools for students who exhibit a strong interest and high level of achievement in art. Eligibility for the program is determined by a nomination process (by parent, elementary and secondary art teachers, self-nomination by the student) and submission of a portfolio of required art works.

Students in the GT art program are provided differentiated instruction in general art and magnet art classes. Students are required to maintain sketchbooks and a portfolio of work. Art experiences are designed to provide greater depth and rigor, develop and refine observational drawing skills, broaden experiences and develop mastery with a variety of media, solve challenging problems of visual composition, and expand creative thinking. As students move into high school, emphasis is placed on practicing productive artistic behaviors requiring students to become increasingly articulate in talking about their work and independent in pursuing and expressing visual ideas with depth and mastery. Portfolio expectations are based on three criteria adopted from the Advanced Placement Studio Art program: quality (originality of ideas and concepts presented, visual impact, use of media), concentration (ability to focus on an idea or concept and explore several ways to present the idea or concept), and breadth (willingness to explore new media).

At the upper levels of high school courses, gifted and talented program expectations merge with the Advanced Placement program criteria of quality, concentration, and breadth. Students wishing to pursue advanced placement credit at a selected college have the option of submitting their portfolio to the College Board for review and scoring.

The intensity and rigor required to maintain sketchbooks and a portfolio has limitations at the elementary level; therefore, there is no formal elementary GT art program. High achieving elementary art students are provided differentiated experiences in their general art classes and may be provided additional art experiences in after school workshops or studio pull-out classes where scheduled. Students who wish to do so are encouraged to keep sketchbooks and samples of their best works.

During 5th grade, art teachers begin nomination procedures of students who have demonstrated consistent high achievement and accelerated skill development. Students complete a diagnostic drawing which is forwarded to the receiving middle school along with teacher nominations. These forms are used to inform receiving art teachers to include the incoming students in the middle school GT nomination and portfolio preparation process in the fall of the next year.

Magnet Visual Arts Programs

Magnet programs in visual arts are offered in five middle schools and two high schools. The magnet art programs are intended for students who wish to pursue the visual arts in greater depth through a more sustained schedule of study. Based on the same standards as the comprehensive fine arts program, magnet programs provide students opportunities to explore in greater depth traditional media in the areas of drawing, painting, sculpture, ceramics, printmaking, and new media of photography-digital imaging, digital graphics, and multimedia. Students are guided in developing a portfolio of work, keeping sketchbooks, practicing the skills of articulating their art processes, and evaluating their progress. At the high school level, magnet art students continue to expand their portfolios as they create more sophisticated visual images and develop greater mastery and advanced proficiencies in all media.

The sequence of study in the grades 6 - 12 Magnet Visual Arts Program includes:

Middle School Magnet Visual Art. grades 6-8, grade 6 Portfolio Prep, grades 7 – 8 GT

High School Magnet Visual Arts Course Sequence:

Fine Arts Sequence:

- Foundations of Art, GT
- Figure Drawing 1, GT, AP
- Figure Drawing 2, GT, AP
- Painting 1, GT
- Painting 2, GT
- Painting 3, GT, AP
- Painting 4, GT, AP

Sculpture Sequence:

- Sculpture 1, GT
- Sculpture 2, GT
- Sculpture 3, GT, AP
- Sculpture 4, GT, AP

Photography Sequence:

- Photography 1M, GT
- Photography 2M, GT
- Photography 3M, GT, AP
- Photography 4M, GT, AP

Multimedia Sequence:

- Multimedia Production 1, GT

- Multimedia Production 2, GT
- Multimedia Production 3, GT

Televideo Sequence:

- Televideo Production I, GT
- Televideo Production II, GT

International Baccalaureate Program (IB)

International Baccalaureate visual arts courses provide students opportunities to develop a personal aesthetic, and their imaginative and creative faculties through the study of Art History, Criticism, Art Principles and Studio practices. Working with the elements of art and principles of design, students are able to analyze, critique and understand historical exemplars to inform their own work. Students use observation, investigation, sketch notation and writing to thoroughly explore a variety of topics. Studio experiences in a variety of media allow students to express their visual ideas generated through research. Each student has a portfolio exhibit at the end of their senior year.

IB Art and Design 1

IB Art and Design 2

Retail Merchandising and Visual Presentation Career Completer

This is an interdisciplinary Career Completer Program with Family and Consumer Sciences and Business that provides opportunities for students to enter the fields of retail merchandising and visual presentation. Students completing this program will acquire skills and knowledge that will prepare them to apply technical information, computer technology, marketing strategies, principles and elements of design, and materials and production processes for entry level positions and/or continued education. Students registering for this program must complete the following art course sequence and designated courses in Family Studies and Consumer Sciences (66.0400.0) and Business (35.4100.0, 35.4120.0).

RMVP: Design, Art and Technology Applications, GT

RMVP: R/I Independent Study

COURSE OBJECTIVES

Elementary Visual Arts, PreK – Grades 5

The elementary visual arts program serves as the foundation of Baltimore County Public Schools sequential art program for grades PreK – 12. It introduces children to the visual world through the exploration and discovery of their world, the world of others, and experimentation with materials. Through exploration and discovery, students begin to use skills of perception and observation, begin to develop visual literacy, begin to understand and appreciate the art of peoples of the world, and experiment with the artistic process.

Art PK 383321

Art K 590602

Art 1 179290

O-1 The student will identify, describe, and interpret observed form.

O-2 The student will identify and compare ways in which selected artworks represent what people see, feel, know and imagine.

O-3 The student will experiment with the elements of art and principles of design to develop personally meaningful compositions.

O-4 The student will determine ways in which works of art express ideas about self, other people, places and events.

O-5 The student will discuss reasons why people (including self), create and use art by studying artworks and other sources of information.

O-6 The student will differentiate among works by artists representative of different cultures.

O-7 The student will describe processes used to interpret and express ideas in the visual arts and other disciplines.

O-8 The student will create images and forms from observation, memory, imagination, and feelings.

O-9 The student will investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know and feel.

O-10 The student will develop and apply criteria to analyze personally created artworks and the artworks of others.

O-11 The student will identify and apply productive attitudes and behaviors as an individual and in groups.

O-12 The student will develop and practice artistic behaviors and the safe use of materials.

Art 2 179674

Art 3 242614

O-1 The student will identify, describe, and interpret observed form.

O-2 The student will identify and compare ways in which selected artworks represent what people see, feel, know and imagine.

O-3 The student will apply the elements of art and principles of design to develop personally meaningful compositions.

O-4 The student will determine ways in which works of art express ideas about self, other people, places, and events.

- O-5 The student will identify and compare reasons why people create and use art by studying artworks and other sources of information.
- O-6 The student will differentiate among works by artists representative of different cultures.
- O-7 The student will compare processes used to interpret and express ideas in the visual arts and other disciplines.
- O-8 The student will create images and forms from observation, memory, imagination, and feelings.
- O-9 The student will investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know and feel.
- O-10 The student will develop and apply criteria to analyze personally created artworks and the artworks of others.
- O-11 The student will identify and apply productive attitudes and behaviors as an individual and in groups.
- O-12 The student will develop and practice artistic behaviors and the safe use of materials.

Art 4 588207

Art 5 928515

- O-1 The student will identify, describe, and interpret observed form.
- O-2 The student will identify and compare ways in which selected artworks represent what people see, feel, know and imagine.
- O-3 The student will analyze the use of the elements of art and principles of design in order to plan and develop compositions that convey personal meaning.
- O-4 The student will determine ways in which works of art express ideas about self, other people, places and events.
- O-5 The student will explain differences between and among historical, social, or cultural reasons for creating and using art, by studying artworks and other sources of information.
- O-6 The student will differentiate among works by artists representative of different times and cultures.
- O-7 The student will compare processes used to interpret and express ideas in the visual arts and other disciplines.
- O-8 The student will create images and forms from observation, memory, imagination, and feelings.
- O-9 The student will investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know and feel.
- O-10 The student will develop and apply criteria to analyze personally created artworks and the artworks of others.
- O-11 The student will identify and apply criteria to evaluate personally created artworks and the artworks of others.
- O-12 The student will identify and apply productive attitudes and behaviors as an individual and in groups.
- O-13 The student will develop and practice artistic behaviors and the safe use of materials.

Middle School Visual Arts, grades 6 – 8

The middle school visual arts program is a significant part of Baltimore County Public Schools sequential art program for grades 6-8. It combines skills, strategies, and concepts identified in the Maryland Fine Arts Voluntary State Curriculum and goals outlined by Baltimore County Public Schools. It represents an important move beyond media emphasis, toward developing visual literacy, developing an understanding and appreciation of the art of various cultures, and applying the artistic process in creative expressions through the use of traditional and technological media.

Grade 6 4006000, Portfolio Prep 4006104

Grade 7 4007000, GT 4007005

Grade 8 4008000, GT 4008005

O-1 The student will identify, describe, interpret, and produce visual representations of the physical qualities of observed form.

O-2 The student will interpret and communicate the meaning of artworks.

O-3 The student will analyze the application of the elements of art and principles of design in artistic exemplars and personal artworks.

O-4 The student will compare and explain how works of art from various cultures communicate feelings, ideas, and universal themes.

O-5 The student will explain and demonstrate how artworks reflect and influence beliefs, customs, and values of a society.

O-6 The student will classify artworks by selected factors, including subject matter, style, and technique.

O-7 The student will explain commonalities of content and process among the arts, humanities, and sciences.

O-8 The student will demonstrate how media, processes, and techniques communicate ideas and personal meaning.

O-9 The student will demonstrate ways the elements of art and principles of design are manipulated to communicate ideas and personal meaning.

O-10 The student will demonstrate the use of processes for solving visual problems.

O-11 The student will analyze selected artworks using established criteria.

O-12 The student will construct and apply different sets of criteria for making judgments about artwork.

O-13 The student will identify and apply productive attitudes and behaviors as an individual and in groups.

O-14 The student will develop and practice artistic behaviors and the safe use of materials.

High School Comprehensive Visual Arts

Fine Arts Sequence:

Fundamentals of Art (Art I), GT

Satisfies the 1 credit Fine Arts graduation requirement

1 Credit

Students will develop the foundational skills needed to communicate ideas visually while developing understandings about the contributions of various artists/craftsmen to their cultures. Emphasis is placed on observational drawing and exploring composition and design in the art of various cultures using drawing, painting, and 3-D media. Students will be encouraged to maintain a sketchbook and a portfolio.

Fundamentals of Art 40.1010.0

O-1 The student will observe and analyze visual relationships in natural and man-made forms to identify organizational structures (art elements and design principles).

O-2 The student will respond to ideas, situations and the environment to identify aesthetic experiences.

O-3 The student will examine traditional and contemporary art forms from a variety of cultures to develop a personal aesthetic.

O-4 The student will research a variety of sources to identify universal themes and cultural ideas.

O-5 The student will use analysis to identify the relationship between cultural/societal factors and works of art.

O-6 The student will sketch natural, man-made and imagined forms to demonstrate a repertoire of images, symbols, and ideas for art expression.

O-7 The student will select and apply art elements and organizational principles to achieve intended compositional effects.

O-8 The student will experiment with materials and techniques to identify their potential application and begin to develop a mastery in their use.

O-9 The student will use a variety of problem solving processes to find divergent solutions for art expression.

O-10 The student will use oral, written, and visual language to identify criteria used for aesthetic choices.

O-11 The student will identify, analyze and apply criteria based on traditional, contemporary and personal aesthetics to evaluate artworks.

O-12 The student will identify and apply attitudes and behaviors that demonstrate respect for the expressions, ideas, abilities and needs of others.

O-13 The student will practice safe and appropriate procedures when using art tools and materials to ensure the well being of self, others, and the environment.

Fundamentals of Art GT 40.1010.5

O-1 The student will analyze organizational structures to develop a personal interpretation of ideas, experiences, and the environment.

O-2 The student will respond to ideas, situations and the environment to identify and analyze aesthetic experiences.

- O-3 The student will research traditional and contemporary art from a variety of cultures to examine personal aesthetic theories.
- O-4 The student will use analysis to examine the relationships between cultural and societal factors and works of art, including personal works.
- O-5 The student will research universal themes and cultural ideas to identify ways the fine arts communicate the values, beliefs and customs of a society.
- O-6 The student will use a variety of media to demonstrate a repertoire of images from natural, man-made and imagined forms.
- O-7 The student will experiment with and apply knowledge of art elements, and organizational principles to create effects.
- O-8 The student will experiment with and apply knowledge of materials and techniques to create intended effects.
- O-9 The student will use a variety of problem-solving processes and knowledge acquired from various contexts to choose divergent solutions to visual problems.
- O-10 The student will use oral, written, and visual language to develop and apply criteria for personal aesthetic choices.
- O-11 The student will use oral, written, and visual language to identify, analyze, and apply criteria for evaluating a personal portfolio and the artwork of others.
- O-12 The student will identify and apply attitudes and behaviors that demonstrate respect for the expressions, ideas, abilities and needs of others.
- O-13 The student will practice safe and appropriate procedures when using art tools and materials to ensure the well being of self, others and the environment.

Fine Arts (Art II), GT

Prerequisites: Successful completion of Fundamentals of Art

1 Credit

This course provides opportunities for students to refine skills developed in Fundamentals of Art. Students will study and critique artistic styles and trends and apply knowledge gained in their own work. Emphasis is placed on working from observation using drawing, painting, and 3-D media and incorporating imaginative ideas to begin developing a personal style. Students in this course will be required to maintain a sketchbook and a portfolio.

Fine Arts 40.3000.0

- O-1 The student will observe and analyze visual relationships in natural and man-made forms to determine and explain organizational structures.
- O-2 The student will analyze aesthetic experiences to determine how images and ideas influence artistic decision making.
- O-3 The student will apply knowledge of aesthetic experiences to develop and enhance personal art expression.
- O-4 The student will use research to identify ways the fine arts, humanities and sciences communicate the values, beliefs and customs of a society.
- O-5 The student will research and compare the tools, media and techniques used to create historical and contemporary artwork to identify trends and stylistic characteristics.
- O-6 The student will develop and extend ideas and images to create multiple solutions to specific visual problems.
- O-7 The student will apply intended compositional effects to solve specific visual problems.

- O-8 The student will refine use of art media and processes to develop skill and craftsmanship in visual statements.
- O-9 The student will identify and extend ideas and images to create variations within a particular theme.
- O-10 The student will use oral, written and visual language to develop criteria to assess ways individuals and societies value visual forms.
- O-11 The student will identify, analyze and apply criteria for evaluating a personal portfolio and art work of others.
- O-12 The student will recognize, provide, and accept constructive criticism as a vehicle for artistic development
- O-13 The student will use oral and written language to monitor and assess development of artistic processes to evaluate growth.

Fine Arts GT 40.3000.5

- O-1 The student will observe and analyze organizational structures in natural and man-made forms to develop and enhance personal art expressions.
- O-2 The student will analyze aesthetic experiences to determine how ideas and images influence personal artistic decision-making.
- O-3 The student will apply knowledge of past aesthetic experiences to extend and refine personal art expressions.
- O-4 The student will research a variety of resources to identify the interrelationships among the fine arts, humanities and sciences.
- O-5 The student will analyze traditional and contemporary artworks to identify ways they relate to and/or comment on historical events.
- O-6 The student will apply knowledge acquired through observations and imagination to create multiple solutions that show development and evolution of ideas/images.
- O-7 The student will apply and refine intended compositional effects to solve specific visual problems.
- O-8 The student will synthesize concepts and issues with media and processes to develop personal art expressions.
- O-9 The student will demonstrate risk taking experiments to generate alternative directions to solving art problems within a particular theme.
- O-10 The student will demonstrate criteria using oral, written and visual language to identify, analyze and apply ways individuals and societies value visual form.
- O-11 The student will use oral, written, and visual language to demonstrate a personal sensitivity to aesthetic qualities of visual forms when critiquing art.
- O-12 The student will recognize, provide and accept constructive criticism for personal artistic development and peer mentoring.
- O-13 The student will use oral and written language to monitor and assess development of artistic process to evaluate growth.

Studio I, H, GT, AP (AP Studio Art: 2D Design, AP Studio Art: 3D Design, AP Studio Art: Drawing)

Prerequisites: Successful completion of Fine Arts

Credit: 1

This course provides flexibility in planning an independent program for the highly motivated, honors, or GT art student. Emphasis is on preparing a portfolio that reflects the development of a personal style and/or artistic focus. Opportunities to help students develop depth, breadth, and quality in creating artworks will be provided through the investigations of ideas and art problems, and the exploration and experiences in a variety of media. Students have the option of submitting their portfolio for review by the AP College Board. Career guidance and scholarship opportunities in the visual arts are provided.

Studio I 40.3110.0, H 40.3110.4, GT 40.3110.5, AP 40.3110.6

O-1 The student will explore visual responses to current events and/or real world situations to appreciate art expressions.

O-2 The student will explore traditional and contemporary art issues to appreciate the factors that influence artistic decision-making.

O-3 The student will extend and refine knowledge of aesthetic experiences to enhance personal expressions.

O-4 The student will review and synthesize knowledge of trends and stylistic characteristics to develop an appreciation for works that reflect the influences of contemporary society.

O-5 The student will use oral, written and visual language to identify and analyze values, beliefs and customs communicated in personal artwork.

O-6 The student will develop ideas and images to create a series of work that reflects a common theme.

O-7 The student will research contemporary and traditional artists and apply the mentors' use of skills, content and processes to make personal visual expressions.

O-8 The student will select and apply material and techniques to identify their potential in visual statements and develop mastery in their use.

O-9 The student will synthesize, analyze and critically apply research from various sources to develop personal interpretations of art issues.

O-10 The student will analyze portfolios of other artists or artistic peers to discover ways breadth, quality and concentration are reflective in the artworks.

O-11 The student will engage in periodic portfolio critiques to assess strengths/needs to develop criteria for future art works.

O-12 The student will identify and apply ethical standards for meeting established criteria that will reflect a commitment to the development of original artwork.

O-13 The student will use oral and written language to monitor and assess development of artistic processes to evaluate artistic growth.

Studio II, H, GT, AP ((AP Studio Art: 2D Design, AP Studio Art: 3D Design, AP Studio Art: Drawing)

Prerequisites: Successful completion of Studio I

Credit: 1

This course is for the student who wants to continue the advanced level study begun in Studio I. The course provides flexibility for planning independent study, and focuses on experiences that further develop personal artistic style through refinement in three areas of emphasis: 1) quality, 2) concentration in one or more areas of interest, and 3) breadth of experiences in exploring formal, technical and expressive qualities of works. Students have the option of submitting their portfolios for review by the AP College Board. Career guidance and scholarship opportunities in the visual arts are provided.

Studio II 40.3120.0, H 40.3120.4, GT 40.3120.5, AP 40.3120.6

O-1 The student will investigate and document aesthetic choices used to develop a concentrated theme for a body of personal works of art.

O-2 The student will explore a variety of art trends and issues to identify and analyze factors that influence the evolution of an artistic theme.

O-3 The student will analyze expressive and technical qualities of a thematically cohesive body of art to determine how response to the work is influenced by a personal aesthetic.

O-4 The student will synthesize, analyze and critically apply research on trends and stylistic characteristics of contemporary works to develop personal interpretations of art issues.

O-5 The student will research, develop and record critical commentary on the factors that influenced a mentor artist's intent.

O-6 The student will develop and refine personal skills and concepts to create artworks that reflect breadth or concentration.

O-7 The student will develop a coherent body of work to demonstrate a commitment to a personal artistic interest or concern.

O-8 The student will select and apply specific materials and techniques to communicate the artistic intent of a focused body of work.

O-9 The student will apply the creative process to seek divergent solutions to self-directed, conceptually focused problems with specific intent.

O-10 The student will apply personal criteria to analyze and select artworks that reflect breadth, quality and concentration for the development of a portfolio.

O-11 The student will analyze, evaluate and prepare personal portfolios to meet specific criteria for further education and career goals (AP, college entrance, work resume).

Photography Sequence:

Photography I, GT and Photography II, GT

Prerequisite: Successful completion of Fundamentals of Art

Credit: ½

Note: These courses should be scheduled consecutively. Students may be required to use their personal cameras and to supply some of the materials needed for photography projects.

In these courses students will have opportunities to learn the basic processes and techniques of photography which include elements of the 35mm and digital camera, composition in photography, and film processing.

Photography I 40.4010.0

Photography II 40.4020.0

Photography I & II 404100.0

O-1 The student will observe and respond to the work of master photographers to analyze the compositional use of elements of art and design principles.

O-2 The student will identify and explore traditional and contemporary approaches used by master photographers to develop personal aesthetic theories.

O-3 The student will observe and analyze photographic images to identify universal themes within historical, cultural, and social contexts.

O-4 The student will describe photographic content to identify the relationship between historical, cultural, and societal factors and photographic images.

O-5 The student will identify purposes for photography to examine and interpret its impact on society.

O-6 The student will demonstrate the appropriate use of a camera, photographic materials, and equipment to achieve specific effects.

O-7 The student will select and apply art elements and design principles to achieve intended compositional effects.

O-8 The student will experiment with materials and techniques to identify their potential application in visual statements and to develop mastery of their use.

O-9 The student will use a variety of problem solving processes to find divergent solutions, and refine and extend ideas for photographic expression.

O-10 The student will use oral, written, and visual language to identify criteria used for aesthetic choices in photographs.

O-11 The student will use oral, written, and visual language to identify, analyze, and apply criteria based on traditional or personal aesthetics and conventions for evaluating photographic images.

O-12 The student will use oral, written, and visual language to analyze and interpret the visual content of photographic images.

O-13 The student will identify and apply ethical attitudes and legal standards to demonstrate respect for the expressions, ideas, and needs of others.

O-14 The student will recognize, provide, and accept constructive criticism to demonstrate artistic development.

O-15 The student will identify and apply metacognitive, critical, and creative thinking skills to solve visual and photographic problems.

O-16 The student will identify and apply safe and appropriate procedures when mixing, using and storing photographic chemicals, materials, processes and equipment to ensure the well-being of self, others, and the environment.

Photography I GT 40.4010.5

Photography II GT 40.4020.5

Photography I & II GT 404100.5

O-1 The student will observe and respond to the work of master photographers to analyze the compositional use of elements of art and design principles.

O-2 The student will identify and explore traditional and contemporary approaches used by master photographers to develop personal aesthetic theories.

O-3 The student will observe and analyze photographic images to identify universal themes within historical, cultural, and social contexts.

O-4 The student will describe photographic content to identify the relationship between historical, cultural, and societal factors and photographic images.

O-5 The student will identify purposes for photography to examine and interpret its impact on society.

O-6 The student will demonstrate the appropriate use of a camera, photographic materials, and equipment to achieve specific effects.

O-7 The student will select and apply art elements and design principles to achieve intended compositional effects.

O-8 The student will experiment with materials and techniques to identify their potential application in visual statements and to develop mastery of their use.

O-9 The student will use a variety of problem solving processes to find divergent solutions, and refine and extend ideas for photographic expression.

O-10 The student will use oral, written, and visual language to identify criteria used for aesthetic choices in photographs.

O-11 The student will use oral, written, and visual language to identify, analyze, and apply criteria based on traditional or personal aesthetics and conventions for evaluating photographic images.

O-12 The student will use oral, written, and visual language to analyze and interpret the visual content of photographic images.

O-13 The student will identify and apply ethical attitudes and legal standards to demonstrate respect for the expressions, ideas, and needs of others.

O-14 The student will recognize, provide, and accept constructive criticism to demonstrate artistic development.

O-15 The student will identify and apply metacognitive, critical, and creative thinking skills to solve visual and photographic problems.

O-16 The student will identify and apply safe and appropriate procedures when mixing, using and storing photographic chemicals, materials, processes and equipment to ensure the well-being of self, others, and the environment.

Photography III, H, GT, AP (AP Studio Art: 2-D Design)

Photography IV, H, GT, AP (AP Studio Art: 2-D Design)

Prerequisite: Successful completion of Photography I & II

Credit: ½

Note: These courses should be scheduled consecutively. Students may be required to use their personal cameras and to supply some of the materials needed for photography projects.

In advanced courses, emphasis will be on composition, advanced techniques in film processing, and presentation of artwork. Students will explore the purposes of photography and develop a portfolio of artwork.

Photography III 40.4030.0

Photography III H 40.4030.4

O-1 The student will observe, analyze, and respond to design principles in natural and manmade forms.

O-2 The student will analyze previous personal photographic and other works of art to determine how the development of ideas and images is based on personal perceptions and the application of photographic processes and techniques.

O-3 The student will use research to identify ways selected photographers relate to and/or comment on historical events.

O-4 The student will use research to identify ways photography communicates the values, beliefs, and customs of a society.

O-5 The student will use research to identify ways photography documents the human experiences.

O-6 The student will refine the use of photographic materials and processes to develop skill and craftsmanship in visual statements.

O-7 The student will explore and evaluate art concepts and issues to determine approaches for creating photographic expressions.

O-8 The student will experiment with and apply knowledge of art elements and organizational principles to create multiple solutions to specific visual problems.

O-9 The student will develop, expand, and embellish images and ideas to create variations on a particular theme.

O-10 The student will use oral, written, and visual language to develop criteria for applying ways aesthetic theories affect how individuals and societies value photographic images.

O-11 The student will use oral, written, and visual language to develop and apply criteria for personal sensitivity to aesthetic qualities in photographic images.

O-12 The student will use oral, written, and visual language to analyze and interpret the visual content of photographic images.

O-13 The student will demonstrate the use of ethical attitudes and legal standards that demonstrate respect for the expressions, ideas, and needs of others.

O-14 The student will recognize, provide, and accept constructive criticism as a vehicle for artistic development.

O-15 The student will identify and apply metacognitive, critical, and creative thinking skills to solve visual and photographic problems.

O-16 The student will use oral and written language to monitor and assess development of artistic and photographic processes to assess growth.

O-17 The student will apply safe and appropriate procedures when mixing, storing, and using photographic chemicals, materials, processes and equipment to ensure the wellbeing of self, others and the environment.

Photography III GT 40.4030.5

Photography III AP 40.4030.6

- O-1 The student will observe, analyze, and respond to design principles in natural and manmade forms.
- O-2 The student will analyze previous personal photographic and other works of art to determine how the development of ideas and images is based on personal perceptions and the application of photographic processes and techniques.
- O-3 The student will use research to identify ways selected photographers relate to and/or comment on historical events.
- O-4 The student will use research to identify ways photography communicates the values, beliefs, and customs of a society.
- O-5 The student will use research to identify ways photography documents the human experiences.
- O-6 The student will refine the use of photographic materials and processes to develop skill and craftsmanship in visual statements.
- O-7 The student will explore and evaluate art concepts and issues to determine approaches for creating photographic expressions.
- O-8 The student will experiment with and apply knowledge of art elements and organizational principles to create multiple solutions to specific visual problems.
- O-9 The student will develop, expand, and embellish images and ideas to create variations on a particular theme.
- O-10 The student will use oral, written, and visual language to develop criteria for applying ways aesthetic theories affect how individuals and societies value photographic images.
- O-11 The student will use oral, written, and visual language to develop and apply criteria for personal sensitivity to aesthetic qualities in photographic images.
- O-12 The student will use oral, written, and visual language to analyze and interpret the visual content of photographic images.
- O-13 The student will demonstrate the use of ethical attitudes and legal standards that demonstrate respect for the expressions, ideas, and needs of others.
- O-14 The student will recognize, provide, and accept constructive criticism as a vehicle for artistic development.
- O-15 The student will identify and apply metacognitive, critical, and creative thinking skills to solve visual and photographic problems.
- O-16 The student will use oral and written language to monitor and assess development of artistic and photographic processes to assess growth.
- O-17 The student will apply safe and appropriate procedures when mixing, storing, and using photographic chemicals, materials, processes and equipment to ensure the wellbeing of self, others and the environment.

Photography IV 40.4040.0

Photography IV H 40.4040.4

Photography III & IV 40.4110.0

- O-1 The student will explore and develop personal visual responses to human experiences and/or real world connections in order to appreciate photographic expression.

- O-2 The student will investigate traditional and contemporary approaches used by master photographers to develop personal aesthetic theories.
- O-3 The student will use oral, written, and visual language to identify and analyze values, beliefs, and customs communicated in personal photographs.
- O-4 The student will use research to determine the impact that the invention and development of photographic techniques have had on other visual art forms.
- O-5 The student will use research to examine ways in which photography can document the ongoing interaction of humans and their environment.
- O-6 The student will use research to develop archival methods for the use, care, handling and storage of photographic materials
- O-7 The student will extend and refine previous knowledge of photo media, processes, and techniques to create photographs that reflect personal motivations, expressions and sensitivities.
- O-8 The student will synthesize, analyze, and critically apply research from various sources to develop personal interpretations of photographic issues.
- O-9 The student will use research to identify ways photographers draw upon skills, content, and processes in the humanities, science, and other disciplines, to make personal expressions.
- O-10 The student will examine ways in which photographers communicate personal expression through sequence, series, or multiple imaging.
- O-11 The student will analyze portfolios of peers, local, and master photographers to discover ways breadth, quality and concentration are reflected in the photographic images in others.
- O-12 The student will engage in periodic review of personal portfolios to develop criteria for future photographic images and to assess strengths and needs.
- O-13 The student will interact with members of the art/photographic community to develop sensitivity to the ideas, feelings, and knowledge of others.
- O-14 The student will seek opportunities to exhibit personal work to develop confidence as a participating artist.
- O-15 The student will exhibit the ability to accept constructive criticism and apply alternative solutions to art problems.
- O-16 The student will investigate college or career opportunities in photography to plan for future directions.
- O-17 The student will assume leadership in demonstrating the safe and responsible use of photographic chemicals, materials, processes, and equipment to ensure the well-being of self, others and the environment.

Photography IV GT 40.4040.5

Photography IV AP 40.4030.6

Photography III & IV GT 404110.5

- O-1 The student will explore and develop personal visual responses to human experiences and/or real world connections in order to appreciate photographic expression.
- O-2 The student will investigate traditional and contemporary approaches used by master photographers to develop personal aesthetic theories.
- O-3 The student will use oral, written, and visual language to identify and analyze values, beliefs, and customs communicated in personal photographs.
- O-4 The student will use research to determine the impact that the invention and development of photographic techniques have had on other visual art forms.
- O-5 The student will use research to examine ways in which photography can document the ongoing interaction of humans and their environment.

- O-6 The student will use research to develop an understanding of archival methods for the use, care, handling and storage of photographic materials
- O-7 The student will extend and refine previous knowledge of photo media, processes, and techniques to create photographs that reflect personal motivations, expressions and sensitivities.
- O-8 The student will synthesize, analyze, and critically apply research from various sources to develop personal interpretations of photographic issues.
- O-9 The student will use research to identify ways photographers draw upon skills, content, and processes in the humanities, science, and other disciplines, to make personal expressions.
- O-10 The student will examine ways in which photographers communicate personal expression through sequence, series, or multiple imaging.
- O-11 The student will analyze portfolios of peers, local, and master photographers to discover ways breadth, quality and concentration are reflected in the photographic images in others.
- O-12 The student will engage in periodic review of personal portfolios to develop criteria for future photographic images and to assess strengths and needs.
- O-13 The student will interact with members of the art/photographic community to develop sensitivity to the ideas, feelings, and knowledge of others.
- O-14 The student will seek opportunities to exhibit personal work to develop confidence as a participating artist.
- O-15 The student will exhibit the ability to accept constructive criticism and apply alternative solutions to art problems.
- O-16 The student will investigate college or career opportunities in photography to plan for future directions.
- O-17 The student will assume leadership in demonstrating the safe and responsible use of photographic chemicals, materials, processes, and equipment to ensure the well-being of self, others and the environment.

Photojournalism I

Prerequisites: Successful completion of Photography I and II and Journalism I

Credit: 1

Photojournalism I provides an introduction to the field of photojournalism. Students will build on technical expertise and artistic understanding gained in Photography I and II and the information gathering and writing techniques gained in Journalism I to become effective reporters. They will work on assignments focusing on spot and general news, sports, features, illustration, and human interest both inside and outside the school.

Photojournalism I 40.4210.0, H 40.4210.4, GT 40.4210.5

- O-1 The student will observe, analyze, and respond to art elements and design principles in natural and manmade forms.
- O-2 The student will investigate traditional and contemporary approaches used by master photojournalists to identify aesthetics in photojournalism.
- O-3 The student will investigate traditional and contemporary approaches used by master photojournalists in order to apply aesthetics for photojournalism.
- O-4 The student will observe, analyze and respond to journalistic principles in gathering, reporting, editing and publishing.
- O-5 The student will use research to identify ways photojournalists relate to and/or record current and historical events.
- O-6 The student will use research to determine the impact that developments in photographic and

publishing technology have had on photojournalism.

O-7 The student will use research to identify ways photography documents and defines "news" and the human experience.

O-8 The student will refine the use of photographic materials and processes to develop skill and responsiveness in the production of visual images.

O-9 The student will experiment with and apply knowledge of artistic and journalistic principles to create solutions to specific visual problems.

O-10 The student will develop and expand images and ideas to create narratives.

O-11 The student will identify and apply the writing process in connecting visual and verbal communication.

O-12 The student will use oral, written, and visual language to analyze, interpret and communicate content in photojournalistic images.

O-13 The student will use oral, written, and visual language to develop and apply criteria and personal sensitivity to aesthetic qualities in photographic images.

O-14 The student will use oral, written, and visual language to assess ways beliefs, values and aesthetics may determine how individuals and societies interpret photographic images.

O-15 The student will use publishing criteria to analyze, interpret and edit copy/captions for publication.

O-16 The student will identify and apply ethical attitudes and legal standards to demonstrate respect for the expressions, ideas, and needs of others.

O-17 The student will recognize, provide, and accept constructive criticism as a vehicle for development.

O-18 The student will identify and apply metacognitive, critical, and creative thinking skills to solve visual and written problems.

O-19 The student will investigate personal, college or career opportunities in photojournalism and list goals and deadlines for completion.

O-20 The student will identify and apply safe and ethical procedures when using materials and equipment to ensure the well-being of self, others, and the environment.

Photojournalism II, H, GT, AP (AP Studio Art: 2D Design)

Prerequisite: Successful completion of Photojournalism I

Credit: 1

Photojournalism II develops the skills and characteristics necessary to become effective photojournalists while learning the philosophy and history of photojournalism. Students will critically examine their work as they develop a portfolio that encompasses all of the major areas of photojournalism. This portfolio may be submitted to fulfill the requirements of the AP 2D Design Portfolio.

Photojournalism II 40.4310.0, H 40.4310.4, GT 40.4310.5, AP 40.4310.6

O-1 The student will explore current and/or contemporary issues in photography through on-site experiences to appreciate the factors that influence photojournalistic decision making.

O-2 The student will examine and compare traditional and contemporary approaches used by master photographers to identify and develop a photojournalistic aesthetic.

O-3 The student will use oral, written, and visual language to identify and analyze values, beliefs and customs communicated in photojournalistic images.

O-4 The student will use research to identify ways imaging and publishing technology may be used to communicate and influence the values, beliefs, and customs of a society.

- O-5 The student will use research to examine ways in which photojournalism can document the ongoing interaction of humans and their environment.
- O-6 The student will use research to develop methods for the care, handling, storage and archiving of photographic materials.
- O-7 The student will extend and refine previous knowledge of photomedia, processes, and techniques to create photographs that reflect quick and accurate decision making.
- O-8 The student will synthesize, analyze, and critically apply research from various sources to report news events and issues.
- O-9 The student will use research to identify and apply ways photojournalists draw upon skills, content, and processes in the humanities, science, and other disciplines for reporting.
- O-10 The student will develop a coherent body of work to demonstrate an indepth commitment to a personal photojournalistic interest or concern.
- O-11 The student will use oral, written, and visual language to analyze and interpret the visual content of journalistic images.
- O-12 The student will analyze portfolios of peers, local, and master photojournalists to discover ways breadth, quality, and concentration are reflected in the journalistic images of others.
- O-13 The student will engage in periodic review of personal portfolios to develop criteria for future journalistic images and to assess strengths and needs.
- O-14 The student will analyze, evaluate, and prepare personal portfolios to meet specific criteria for further education and career goals.
- O-15 The student will interact with members of the journalistic community to develop sensitivity to the ideas, feelings, and knowledge of others.
- O-16 The student will seek opportunities to publish personal work to develop confidence as a participating journalist.
- O-17 The student will exhibit the ability to accept constructive criticism and apply alternative solutions to photojournalistic assignments.
- O-18 The student will investigate personal, college or career opportunities in photojournalism and list goals and deadlines for completion.
- O-19 The student will apply safe and ethical procedures when using materials and equipment to ensure the well-being of self, others and the environment.

Multimedia Sequence:

Design, Art, and Technology Applications, GT

Prerequisites: Successful completion of Fundamentals of Art

Credit: 1

This course provides opportunities in career exploration in a variety of graphic arts fields. It develops the student's ability to use technology for visual communication and focus on art processes that develop awareness of the attitudes and disciplines required in the graphic arts field. Emphasis is placed on the development of skills and understandings in the following areas: drawing and design for illustration, advertising, and construction/display and the use of drawing and graphic arts applications on the computer.

Design, Art, and Technology Applications 40.2100.0, GT 40.2100.5

O-1 The student will select works of art and interpret their meaning based upon application of expressive characteristics and use of symbolism.

O-2 The student will determine factors that influenced the creation of art in specific historical eras and places by studying artworks and other sources of information.

O-3 The student will create visual images that reflect knowledge of various subjects from observation and imagination.

O-4 The student will examine and refine a personal set of criteria for judging works of art and the visual environment.

O-5 The student will practice productive attitudes and behaviors in individual and group situations.

Digital Image Design Processing, GT, AP (AP Studio Art: 2D Design)

Prerequisites: Successful completion of Fundamentals of Art

Credit: 1

Note: This course meets the MSDE/BCPS advanced technology education credit graduation requirement.

Emphasis is on developing knowledge and skill in the contemporary art and technology of image processing and developing an understanding of art/technology applications in contemporary enterprises and institutions. Students will apply knowledge of design concepts and traditional art media in developing effective aesthetic expression, technical competency, and critical judgment to various image digitizing and manipulating technology applicable for a variety of purposes. Students will maintain a portfolio of artwork, which may be used for AP and/or college or scholarship competitions.

Digital Image Design Processing 40.4500.0, GT 40.4500.5, AP 40.4500.6

O-1 The student will select works of art and interpret their meaning based upon application of expressive characteristics and use of symbolism.

O-2 The student will determine the factors that influenced the creation of art in specific historical eras and places by studying artworks and other sources of information.

O-3 The student will create visual images that reflect knowledge of various subjects from observation and imagination.

O-4 The student will examine and refine a personal set of criteria for judging works of art and the visual environment.

O-5 The student will practice productive attitudes and behaviors in individual and group situations.

Multimedia Imagery Production, GT, AP (AP Studio Art: 2D Design)

Prerequisites: Successful completion of Fundamentals of Art

Credit: 1

Note: This course meets the MSDE/BCPS advanced technology education credit graduation requirement.

Emphasis is on refining skills and knowledge in design, digital image processing, and experimentations in traditional art media and the computer to produce multimedia artwork that include animation, Web page design, video, etc. with the purpose of developing an understanding of art/technology applications in contemporary enterprises and institutions. Students will maintain a portfolio of artwork that will serve a variety of purposes: applications for AP, college or scholarship competitions, and/or as professional presentations for jobs.

Multimedia Imagery Production 40.4510.0, GT 40.4510.5, AP 40.4510.6

O-1 The student will select works of art and interpret their meaning based upon application of expressive characteristics and use of symbolism.

O-2 The student will determine the factors that influenced the creation of art in specific historical eras and places by studying artworks and other sources of information.

O-3 The student will create visual images that reflect knowledge of various subjects from observation and imagination.

O-4 The student will examine and refine a personal set of criteria for judging works of art and the visual environment.

O-5 The student will practice productive attitudes and behaviors in individual and group situations.

Other High School Comprehensive Electives

Design in Clay I, GT and Design in Clay II, GT

Prerequisite: Successful completion of Fundamentals of Art

Credit: ½

Students will explore a variety of hand-building clay techniques using design criteria. They will have opportunities to explore functional and non-functional clay works through an analysis of past and contemporary collections and apply their knowledge in design. In Design in Clay II, students will solve a variety of design problems in clay to reflect personal expression. Students will study functional and non-functional artwork and apply their knowledge to the creation of personal work reflecting a variety of purposes.

Design in Clay I 40.8210.0

Design in Clay II 40.8220.0

O-1 The student will observe and analyze ways principles of design are used in ceramic artworks to interpret and respond to ideas, experiences and the environment.

O-2 The student will investigate traditional and contemporary ceramic forms from a variety of cultures to develop personal aesthetic theories.

O-3 The student will research universal and cultural ideas found in the design of ceramic forms.

O-4 The student will research and compare handbuilding and firing techniques of different cultures to describe and demonstrate ceramic processes.

O-5 The student will analyze functional and non-functional ceramic forms to identify the relationship between the works of art and cultural/societal factors.

O-6 The student will use sketching, notation, and building maquettes to produce a repertoire of forms, symbols and ideas for expression in clay.

O-7 The student will select and apply art elements and principles of design to achieve intended sculptural effects.

O-8 The student will experiment with clay techniques and materials to identify potential application in 3-D design.

O-9 The student will use a variety of problem solving processes to find divergent solutions, and refine and extend ideas for art expression.

O-10 The student will use oral, written, and visual language to identify criteria for aesthetic choices.

O-11 The student will use oral, written, and visual language to identify, analyze, and apply criteria for evaluating work that is personally developed or based on aesthetic traditions.

O-12 The student will identify and apply attitudes and behaviors that demonstrate respect for the expressions, ideas, abilities, and the needs of others.

O-13 The student will demonstrate and practice standards for maintaining a healthy and safe working environment.

O-14 The student will identify and apply metacognitive, critical, and creative thinking skills to solve visual problems.

Design in Clay I GT 40.8210.5

Design in Clay II GT 40.8220.5

O-1 The student will analyze ceramic arts to develop a personal interpretation of ideas, experiences, and the environment.

- O-2 The student will investigate and analyze traditional and contemporary ceramic forms from a variety of cultures to develop personal aesthetic theories.
- O-3 The student will research universal themes and cultural ideas to identify ways ceramic arts communicate the values, beliefs, and customs of a society.
- O-4 The student will research and analyze handbuilding and firing techniques of different cultures to describe and demonstrate ceramic processes.
- O-5 The student will research and analyze functional and non-functional ceramic forms to identify the relationship between the works of art, and cultural/societal factors.
- O-6 The student will experiment and master a variety of methods to produce a repertoire of forms, symbols, and ideas for expression in clay.
- O-7 The student will experiment with and apply knowledge of art elements, organizational principles, materials, and techniques to create intended sculptural effects.
- O-8 The student will experiment with master clay techniques and materials to identify potential application in 3D design.
- O-9 The student will use a variety of problem-solving processes to find divergent solutions, and refine and extend ideas for art expression.
- O-10 The student will use oral, written, and visual language to develop and apply criteria for personal aesthetic choices.
- O-11 The student will use oral, written, and visual language to identify, analyze and apply criteria for evaluating a personal portfolio and the work of others.
- O-12 The student will identify and apply attitudes and behaviors that demonstrate respect for the expressions, ideas, abilities, and need of others.
- O-13 The student will demonstrate and practice standards for maintaining a healthy and safe working environment.
- O-14 The student will identify and apply metacognitive, critical, and creative thinking skills to solve visual problems.

Art Seminar

Prerequisite: None

Credit: ½

Note: This course satisfies ½ of the 1 credit for Fine Arts required for graduation.

This course allows students to explore art concepts and media through the study of past and present cultures. It is designed to acquaint them with the visual arts as a means of self-expression, to use design criteria to make consumer judgments, and to develop an awareness of art expressions throughout history.

Art Seminar 40.9200.0

- O-1 Students will develop an awareness of art expressions in past and present cultures.
- O-2 Students will demonstrate an understanding of factors that influence art judgments.
- O-3 Students will develop and use observation skills and imagination to express ideas and feelings through compositions.

Art History Advanced Placement

Prerequisite: None

Credit: 1

Note: This course is only offered online.

Students investigate art history through the ages and demonstrate mastery of how social and religious views influenced art, sculpture, and architecture. They will visit online art displays, take field trips, and show a mastery of some techniques of color, composition, and presentation by preparing their art work in different styles in order to be prepared for the AP Exam.

Art History – Advanced Placement 40.2300.6

O-1 The student will describe the history of art through the ages.

O-2 The student will demonstrate mastery of how social and religious views influenced art, sculpture, and architecture.

O-3 The student will use appropriate technology in the study and application of art.

O-4 The student will demonstrate a mastery of art concepts and principles.

Art and Technology

Prerequisite: Successful completion of Fundamentals of Art

Credit: ½

Note: This course is for ½ of an elective credit.

Students will be provided opportunities to understand ways that art and design concepts can be used for visual communication and presentation. They will study advances in technology and use technological applications with traditional art tools for developing purposeful visual products.

Art and Technology 40.2200.0

O-1 The student will select works of art and interpret their meaning based upon application of expressive characteristics and use of symbolism.

O-2 The student will determine factors that influenced the creation of art in specific historical eras and places by studying artworks and other sources of information.

O-3 The student will create visual images that reflect knowledge of various subjects from observation and imagination.

O-4 The student will examine and refine a personal set of criteria for judging works of art and the visual environment.

O-5 The student will practice productive attitudes and behaviors in individual and group situations.

Art in the Theatre

Prerequisite: None

Credit: 1

This course acquaints students with the fundamentals of set design and related crafts. Emphasis is on stage design and construction, costume design, make-up, and the history of art in the theatre.

Art and Artifacts: Clues to Distant Cultures

Prerequisite: None

Credit: ½

Students assume roles of art historians, archeologists, and anthropologists as they analyze the material culture of Ancient Egypt, Classical India, Classical China, the Islamic Empire, and

Feudal Japan. Included within course work will be museum experiences at The Walters Art Gallery.

Art and Artifacts 43.4050.0, H 43.4050.4

O-1 The student will apply the skills of the art historian in order to analyze material culture and artifacts.

O-2 The student will analyze Egyptian artifacts in order to determine the impact of geography and environment on Egyptian daily life and art.

O-3 The student will investigate the tenets of Egyptian religion in order to draw conclusions about their effect on Egyptian society, economics, politics and art.

O-4 The student will investigate the social structure reflected in art in order to make generalizations about class, education, and wealth.

O-5 The student will examine art and artifacts to form hypotheses about the environment and geography of India and Southeast Asia.

O-6 The student will analyze Hinduism and Buddhism in Classical India in order to determine the impact on religion, society and art.

O-7 The student will examine art and artifacts to form hypotheses about the environment and geography of China.

O-8 The student will examine the elements of the three major philosophies of china in order to interpret visual clues to Chinese art and artifacts.

O-9 The student will examine the elements of the three major philosophies of china in order to interpret visual clues to Chinese art and artifacts.

O-10 The student will analyze art and artifacts in order to draw conclusions about societal relationships and structures in Classical China.

O-11 The student will analyze geographic factors in order to predict the impact of environment on Japanese art.

O-12 The student will examine elements of the major religions of Japan in order to interpret visual clues in Japanese art.

O-13 The student will analyze art and artifacts in order to draw conclusions about societal relationships and structures in Feudal Japan.

O-14 The student will analyze art in order to describe the global expansion of Islam.

O-15 The student will analyze art in order to determine beliefs and practices of Islam.

O-16 The student will investigate spiraling themes which appear cross-culturally in the materials presented in this course in order to apply skills of the art historian.

Magnet Visual Arts, Middle School – Grades 6 – 8

The Magnet Visual Arts middle school program offers a stimulating experience in the arts through a performance based program that develops concepts and skills. Students participate in rigorous, in-depth activities in drawing, painting, sculpture, printmaking, computer graphics, and photography. Art appreciation, aesthetics, and art criticism of the art process and product are explored in each area of concentration. This intensive study requires skills in reading and writing, and the ability to work independently when developing a personal sketchbook, journal and a portfolio that reflects artistic growth. Students who are successful in this program think critically, enjoy creative problem solving, and have a passion for expressing themselves visually.

MS Art Magnet I 4206100

MS Art Magnet II 4207100

MS Art Magnet III 4208100

MS Art-Tech Magnet 7 4207200

MS Art-Tech Magnet 8 4208200

O-1 The student will identify, describe, and produce visual representations of observed form.

O-2 The student will interpret and communicate the meaning of artworks.

O-3 The student will analyze application of the elements of art and principles of design in artistic exemplars.

O-4 The student will compare and explain how works of art from various cultures communicate feelings, ideas, and universal themes.

O-5 The student will explain how artworks reflect and influence beliefs, customs, and values of a society.

O-6 The student will classify artworks by selected factors including subject matter, style, and technique.

O-7 The student will explain commonalities of content and process among the arts, humanities, and sciences.

O-8 The student will demonstrate how media, processes, and techniques communicate ideas and personal meaning.

O-9 The student will demonstrate ways the elements of art and principles of design are manipulated to communicate ideas.

O-10 The student will demonstrate the use of processes for solving visual problems.

O-11 The student will evaluate selected artworks using established criteria.

O-12 The student will construct and apply differing sets of criteria for making visual judgments.

O-13 The student will apply respectful behaviors as an individual and in groups.

O-14 The student will develop and practice productive artistic behaviors and the safe use of materials.

Magnet Visual Arts, High School

The Magnet Visual Arts programs teach the techniques and concepts that will help students think and work creatively; teach the visual values that will help define our students' aesthetic philosophies; help students become familiar with the art and artists throughout history who have shaped our cultural heritage; help students develop good working habits and professional habits of mind; and prepare students, through portfolio development, to successfully apply as an art major to the college of their choice.

Students develop their talents in both a traditional fine arts program as well as exploring their interests in multimedia. Coursework includes drawing, painting, sculpture, photography, computer graphics, and video/televideo. Students also study art history and learn techniques of art critique. Advanced Placement and Gifted & Talented credit is available.

Students maintain sketchbooks, visit museums on a regular basis, and develop a professional portfolio, which can be used to gain admission to post-secondary study or gainful employment as a working artist.

Foundations of Art 42.1000.0, GT 42.1000.5

Credit: 2

O-1 The student will identify, describe, and interpret qualities of form that affect visual perception and response.

O-2 The student will select works of art and interpret their meaning based upon the application of expressive characteristics and use of symbolism.

O-3 The student will compare the use of elements of art and principles of design in selected works of art and demonstrate their application by executing expressive compositions.

O-4 The student will propose ways that visual art reflects significant historical, cultural, and social issues.

O-5 The student will determine factors that influenced the creation of art in specific historical eras and places by studying artworks and other sources of information.

O-6 The student will draw relationships between the stylistic choices artists make and the context within which they work.

O-7 The student will examine and support historical, theoretical and aesthetic assumptions to explain how artistic processes and content influence, and in turn, are affected by other disciplines.

O-8 The student will demonstrate competent application of the skills, knowledge, and attitudes required to produce works of art in a variety of media.

O-9 The student will analyze visual qualities in nature, art, and the built environment, and develop creative works of art in response.

O-10 The student will apply knowledge of aesthetic traditions and conventions, including contemporary criticism to find value in diverse art works.

O-11 The student will examine and refine a personal set of criteria for judging works of art and the visual environment.

O-12 The student will develop and refine criteria for judging art, and apply the criteria to personal choices and strategies in decision making and art production.

Figure Drawing 1 42.6110.0, GT 42.6110.5, AP 42.6110.6 (AP Studio Art: Drawing)

Painting 1 426210.0, GT 42.6610.5

Credit: 1

O-1 The student will identify, describe, and interpret qualities of form that affect visual perception and response.

O-2 The student will select works of art and interpret their meaning based upon the application of expressive characteristics and use of symbolism.

O-3 The student will compare the use of elements of art and principles of design in selected works of art and demonstrate their application by executing expressive compositions.

O-4 The student will propose ways that visual art reflects significant historical, cultural, and social issues.

O-5 The student will determine factors that influenced the creation of art in specific historical eras and places by studying artworks and other sources of information.

O-6 The student will draw relationships between the stylistic choices artists make and the context within which they work.

O-7 The student will explain and support historical, theoretical and aesthetic assumptions to explain how artistic processes and content influence, and in turn, are affected by other disciplines.

O-8 The student will demonstrate competent application of the skills, knowledge, and attitudes required to produce works of art in a variety of media.

O-9 The student will create visual images that reflect knowledge of various subjects from observation and imagination.

O-10 The student will analyze visual qualities in nature, art and the built environment, and develop creative works of art in response.

O-11 The student will apply knowledge of aesthetic traditions and conventions, including contemporary criticism to find value in diverse art works.

O-12 The student will examine and refine a personal set of criteria for judging works of art and the visual environment.

O-13 The student will develop and refine criteria for judging art, and apply the criteria to personal choices and strategies in decision making and art production.

Figure Drawing 2 42.6120.0, GT 42.6120.5, AP 42.6120.6 (AP Studio Art: Drawing)

Painting 2 426620.0, GT 42.6620.5

Painting 3 42.6630.0, GT 42.6630.5, AP 42.6630.6 (AP Studio Art: Drawing)

Painting 4 42.6640.0, GT 42.6640.5, AP 42.6640.6 (AP Studio Art: Drawing)

Studio 2 Drawing/Painting GT 42.6420.5, AP 42.6420.6 (AP Studio Art: Drawing)

Credit: 1

O-1 The student will identify, describe, and interpret qualities of form that affect visual perception and response.

O-2 The student will select works of art and interpret their meaning based upon the application of expressive characteristics and use of symbolism.

O-3 The student will compare the use of elements of art and principles of design in selected works of art and demonstrate their application of executing expressive compositions.

O-4 The student will propose ways that visual art reflects significant historical, cultural, and social issues.

O-5 The student will determine factors that influenced the creation of art in specific historical eras and places by studying artworks and other sources of information.

O-6 The student will draw relationships between the stylistic choices artists make and the context within which they work.

O-7 The student will explain and support historical, theoretical, and aesthetic assumptions to explain how artistic processes and content influence, and in turn, are affected by other disciplines.

O-8 The student will demonstrate competent application of the skills, knowledge, and attitudes required to produce works of art in a variety of media.

O-9 The student will create visual images that reflect knowledge of various subjects from observation and imagination.

O-10 The student will analyze visual qualities in nature, art and the built environment, and develop creative works of art in response.

O-11 The student will apply knowledge of aesthetic traditions and conventions, including contemporary criticism to find value in diverse artworks.

O-12 The student will examine and refine a personal set of criteria for judging works of art and the visual environment.

O-13 The student will develop and refine criteria for judging art, and apply the criteria to personal choices and strategies in decision making and art production.

Sculpture 1 42.6310.0, GT 42.6710.5

Sculpture 2 42.6320.0, GT 42.6720.5

Sculpture 3 42.6330.0, GT 42.6730.5, AP 42.6730.6 (AP Studio Art: 3-D Design)

Sculpture 4 42.6340.0, GT 42.67440.5, AP 42.67440.6 (AP Studio Art: 3-D Design)

Credit: 1

O-1 The student will identify, describe, and interpret qualities of form that affect visual perception and response.

O-2 The student will select works of art to interpret their meaning based upon the application of expressive characteristics and use of symbolism.

O-3 The student will compare the use of elements of art and principles of design in selected works of art and demonstrate their application by executing expressive compositions.

O-4 The student will propose ways that visual art reflects significant historical, cultural, and social issues.

O-5 The student will determine factors that influenced the creation of art in specific historical eras and places by studying artworks and other sources of information.

O-6 The student will draw relationships between the stylistic choices artists make and the context within which they work.

O-7 The student will explain and support historical, theoretical and aesthetic assumptions to explain how artistic processes and content influence, and in turn, are affected by other disciplines.

O-8 The student will demonstrate competent application of the skills, knowledge, and attitudes required to produce works of art in a variety of media.

O-9 The student will create visual images that reflect knowledge of various subjects from observation and imagination.

O-10 The student will analyze visual qualities in nature, art, and the built environment, and develop creative works of art in response.

O-11 The student will apply knowledge of aesthetic traditions and conventions, including contemporary criticism to find value in diverse artworks.

O-12 The student will examine and refine a personal set of criteria for judging works of art and the visual environment.

O-13 The student will develop and refine criteria for judging art, and apply the criteria to personal choices and strategies in decision making and art production.

Photography 1M 42.4110.0

Photography 2M 42.4120.0

Credit: 1

O-1 The student will observe and respond to the work of master photographers to analyze the compositional use of elements of art and design principles.

O-2 The student will identify and explore traditional and contemporary approaches used by master photographers to develop personal aesthetic theories.

O-3 The student will observe and analyze photographic images to identify universal themes within historical, cultural, and social contexts.

O-4 The student will describe photographic content to identify the relationship between historical, cultural, and societal factors and photographic images.

O-5 The student will identify purposes for photography to examine and interpret its impact on society.

O-6 The student will demonstrate the appropriate use of a camera, photographic materials, and equipment to achieve specific effects.

O-7 The student will select and apply art elements and design principles to achieve intended compositional effects.

O-8 The student will experiment with materials and techniques to identify their potential application in visual statements and to develop mastery of their use.

O-9 The student will use a variety of problem solving processes to find divergent solutions, and refine and extend ideas for photographic expression.

O-10 The student will use oral, written, and visual language to identify criteria used for aesthetic choices in photographs.

O-11 The student will use oral, written, and visual language to identify, analyze, and apply criteria based on traditional or personal aesthetics and conventions for evaluating photographic images.

O-12 The student will use oral, written, and visual language to analyze and interpret the visual content of photographic images.

O-13 The student will identify and apply ethical attitudes and legal standards to demonstrate respect for the expressions, ideas, and needs of others.

O-14 The student will recognize, provide, and accept constructive criticism to demonstrate artistic development.

O-15 The student will identify and apply metacognitive, critical, and creative thinking skills to solve visual and photographic problems.

O-16 The student will identify and apply safe and appropriate procedures when mixing, using and storing photographic chemicals, materials, processes and equipment to ensure the well-being of self, others, and the environment.

Photography 1M GT 42.4610.5

Photography 2M GT 42.4620.5

Credit: 1

- O-1 The student will analyze the use of design principles in the work of master photographers to develop personal interpretations of ideas, experiences and the environment.
- O-2 The student will research traditional and contemporary approaches used by master photographers to develop personal aesthetic theories.
- O-3 The student will use analysis to determine the relationship between cultural/societal factors and photographic images, including personal works.
- O-4 The student will identify and respond to the works of photographers that have contributed to the documentation of specific historic events.
- O-5 The student will examine and interpret photography that reflect a variety of cultures.
- O-6 The student will photograph a variety of natural and man-made forms to develop a repertoire of images.
- O-7 The student will experiment with and apply knowledge of art elements, design principles, materials and techniques to achieve intended compositional effects.
- O-8 The student will use observation, imagination, research, experimentation and knowledge acquired from various contexts to organize information and find divergent solutions to communicate visually.
- O-9 The student will explore a variety of ways in which photographic images may be prepared for presentation and the communication of personal ideas.
- O-10 The student will use oral, written, and visual language to develop and apply criteria for personal aesthetic choices.
- O-11 The student will use oral, written, and visual language to identify, analyze, and apply criteria for evaluating a personal portfolio and the photographic images of others.
- O-12 The student will use oral, written, and visual language to analyze and interpret the visual content of photographic images.
- O-13 The student will identify and apply values that govern originality of photographic images to demonstrate personal rights and safeguard the rights of others.
- O-14 The student will recognize, provide, and accept constructive criticism as a vehicle for artistic development.
- O-15 The student will identify and apply metacognitive, critical, and creative thinking skills to solve visual and photographic problems.
- O-16 The student will design specific goals, develop and implement a plan for meeting them.
- O-17 The student will identify and apply safe and appropriate procedures when mixing, storing, and using photographic chemicals, materials, processes and equipment to ensure the well being of self, others and the environment.

Photography 3M 424130.0

Credit: 1

- O-1 The student will observe, analyze, and respond to design principles in natural and manmade forms.
- O-2 The student will analyze previous personal photographic and other works of art to determine how the development of ideas and images is based on personal perceptions and the application of

photographic processes and techniques.

O-3 The student will use research to identify ways selected photographers relate to and/or comment on historical events.

O-4 The student will use research to identify ways photography communicates the values, beliefs, and customs of a society.

O-5 The student will use research to identify ways photography documents the human experiences.

O-6 The student will refine the use of photographic materials and processes to develop skill and craftsmanship in visual statements.

O-7 The student will explore and evaluate art concepts and issues to determine approaches for creating photographic expressions.

O-8 The student will experiment with and apply knowledge of art elements and organizational principles to create multiple solutions to specific visual problems.

O-9 The student will develop, expand, and embellish images and ideas to create variations on a particular theme.

O-10 The student will use oral, written, and visual language to develop criteria for applying ways aesthetic theories affect how individuals and societies value photographic images.

O-11 The student will use oral, written, and visual language to develop and apply criteria for personal sensitivity to aesthetic qualities in photographic images.

O-12 The student will use oral, written, and visual language to analyze and interpret the visual content of photographic images.

O-13 The student will demonstrate the use of ethical attitudes and legal standards that demonstrate respect for the expressions, ideas, and needs of others.

O-14 The student will recognize, provide, and accept constructive criticism as a vehicle for artistic development.

O-15 The student will identify and apply metacognitive, critical, and creative thinking skills to solve visual and photographic problems.

O-16 The student will use oral and written language to monitor and assess development of artistic and photographic processes to assess growth.

O-17 The student will apply safe and appropriate procedures when mixing, storing, and using photographic chemicals, materials, processes and equipment to ensure the wellbeing of self, others and the environment.

Photography 3M GT 42.4630.5, AP 42.4630.6, AP 424130.6 (AP Studio Art: 2-D Design)

Credit: 1

O-1 The student will observe, analyze, and respond to design principles in natural and manmade forms.

O-2 The student will analyze previous personal photographic and other works of art to determine how the development of ideas and images is based on personal perceptions and the application of photographic processes and techniques.

O-3 The student will use research to identify ways selected photographers relate to and/or comment on historical events.

O-4 The student will use research to identify ways photography communicates the values, beliefs, and customs of a society.

O-5 The student will use research to identify ways photography documents the human experiences.

- O-6 The student will refine the use of photographic materials and processes to develop skill and craftsmanship in visual statements.
- O-7 The student will explore and evaluate art concepts and issues to determine approaches for creating photographic expressions.
- O-8 The student will experiment with and apply knowledge of art elements and organizational principles to create multiple solutions to specific visual problems.
- O-9 The student will develop, expand, and embellish images and ideas to create variations on a particular theme.
- O-10 The student will use oral, written, and visual language to develop criteria for applying ways aesthetic theories affect how individuals and societies value photographic images.
- O-11 The student will use oral, written, and visual language to develop and apply criteria for personal sensitivity to aesthetic qualities in photographic images.
- O-12 The student will use oral, written, and visual language to analyze and interpret the visual content of photographic images.
- O-13 The student will demonstrate an understanding of ethical attitudes and legal standards that demonstrate respect for the expressions, ideas, and needs of others.
- O-14 The student will recognize, provide, and accept constructive criticism as a vehicle for artistic development.
- O-15 The student will identify and apply metacognitive, critical, and creative thinking skills to solve visual and photographic problems.
- O-16 The student will use oral and written language to monitor and assess development of artistic and photographic processes to assess growth.
- O-17 The student will apply safe and appropriate procedures when mixing, storing, and using photographic chemicals, materials, processes and equipment to ensure the wellbeing of self, others and the environment.
- O-18 The student will analyze portfolios of peers, local, and master photographers to discover ways breadth, quality and concentration are reflected in the photographic images in others.

Photography 4M 42.4410.0, AP 42.4140.6, GT 42.4640.5, AP 42.4740.6 (AP Studio Art: 2-D Design)

Credit: 1

- O-1 The student will explore and develop personal visual responses to human experiences and/or real world connections in order to appreciate photographic expression.
- O-2 The student will investigate traditional and contemporary approaches used by master photographers to develop personal aesthetic theories.
- O-3 The student will use oral, written, and visual language to identify and analyze values, beliefs, and customs communicated in personal photographs.
- O-4 The student will use research to determine the impact that the invention and development of photographic techniques have had on other visual art forms.
- O-5 The student will use research to examine ways in which photography can document the ongoing interaction of humans and their environment.
- O-6 The student will use research to develop archival methods for the use, care, handling and storage of photographic materials
- O-7 The student will extend and refine previous knowledge of photo media, processes, and techniques to create photographs that reflect personal motivations, expressions and sensitivities.

- O-8 The student will synthesize, analyze, and critically apply research from various sources to develop personal interpretations of photographic issues.
- O-9 The student will use research to identify ways photographers draw upon skills, content, and processes in the humanities, science, and other disciplines, to make personal expressions.
- O-10 The student will examine ways in which photographers communicate personal expression through sequence, series, or multiple imaging.
- O-11 The student will analyze portfolios of peers, local, and master photographers to discover ways breadth, quality and concentration are reflected in the photographic images in others.
- O-12 The student will engage in periodic review of personal portfolios to develop criteria for future photographic images and to assess strengths and needs.
- O-13 The student will interact with members of the art/photographic community to develop sensitivity to the ideas, feelings, and knowledge of others.
- O-14 The student will seek opportunities to exhibit personal work to develop confidence as a participating artist.
- O-15 The student will exhibit the ability to accept constructive criticism and apply alternative solutions to art problems.
- O-16 The student will investigate college or career opportunities in photography to plan for future directions.
- O-17 The student will assume leadership in demonstrating the safe and responsible use of photographic chemicals, materials, processes, and equipment to ensure the well-being of self, others and the environment.

Multimedia Production 1 42.4410.0, GT 42.4410.5

Multimedia Production 2 42.4420.0, GT 42.4420.5

Multimedia Production 3 42.4430.0, GT 42.4430.5

Credit: 1

- O-1 The student will use design principles to examine and respond to digital and traditional artworks.
- O-2 The student will identify ways experiences, attitudes, and behaviors influence and are influenced by technology in order to interpret, appreciate, and promote creative expression.
- O-3 The student will use sketching, digital photography, and notation to document and respond to the natural and human-made environment.
- O-4 The student will use oral, written, and visual language to identify and respond to aesthetic theories observed in digital and traditional artworks.
- O-5 The student will use oral, written, and visual language to identify and respond to aesthetic theories observed in digital and traditional artworks.
- O-6 The student will explore the psychological impact of art elements and design principles in order to demonstrate how they are used to communicate ideas and feelings.
- O-7 The student will analyze digital and traditional artworks in order to identify ways artists document history and record ideas.
- O-8 The student will use analysis to determine ways technology impacts personal artworks and art created for a specific purpose.
- O-9 The student will use research to explore the development of art technology and its application throughout history.
- O-10 The student will select and organize design principles in order to communicate personal perspectives in digital artworks.

- O-11 The student will use problem solving processes to plan, revise, and refine personal artworks.
- O-12 The student will select and use appropriate tools, techniques, and processes to create intended compositional effects.
- O-13 The student will select and apply appropriate tools, techniques, and processes in order to demonstrate mastery of digital media.
- O-14 The student will identify and analyze factors that influence the selection of criteria used to evaluate digital and traditional artworks.
- O-15 The student will develop, apply, and communicate aesthetic criteria to make judgments related to digital artworks.
- O-16 The student will use analysis of personal artworks in order to generate ideas and affect change in subsequent artworks.
- O-17 The student will identify and apply appropriate attitudes and behaviors as an individual and in groups to create artworks utilizing technology.
- O-18 The student will identify and apply appropriate attitudes and behaviors in order to demonstrate respect for the needs and abilities of others.
- O-19 The student will identify and apply values that govern originality of artwork to demonstrate their personal rights and safeguard the rights of others.
- O-20 The student will set goals and solve art problems by selecting and applying art knowledge, taking responsibility, and showing initiative for developing appropriate sequences to meet goals.
- O-21 The student will demonstrate appropriate health and safety procedures when using digital and traditional art media.

Televideo Production 42.4500.0, GT 42.4500.5

Televideo Production II 42.4520.0, GT 42.4520.5

Credit: 1

- O-1 The student will analyze artistic elements and design principles used in television to determine how they are used for purposeful communication.
- O-2 The student will observe and analyze various video segments to determine how visual media can be used to effect and influence the target audience.
- O-3 The student will research the history and development of television to determine the impact of visual communication upon society.
- O-4 The student will investigate the continuing evolution of video technology and its application.
- O-5 The student will experiment with video equipment and techniques to identify their potential application in creating a video production.
- O-6 The student will use video equipment and techniques to create video productions that convey feelings, ideas, issues, and problems.
- O-7 The student will use video equipment and technology to create an original expressive production.
- O-8 The student will use oral and written language to identify criteria used to evaluate aesthetic choices.
- O-9 The student will use oral and written language to identify and describe criteria for existing video art.
- O-10 The student will identify and apply professional attitudes and behaviors necessary to work as an individual and in a group, producing video compositions.
- O-11 The student will participate in a production team to plan, record, review, and evaluate the recording of a live production.

Visual Arts International Baccalaureate Program

The International Baccalaureate Program is an internationally recognized, rigorous college preparatory program. Students prepare for college by studying a liberal arts curriculum in grades 9 through 12. During grades 11 and 12 students take IB exams for which they may earn up to 30 college credits, and, thereby, receive college sophomore standing.

IB Art and Design 1 40.1110.7

IB Art and Design 2 40.1120.7

Credit: 1

O-1 The student will investigate past, present and emerging forms of visual arts.

O-2 The student will engage in producing, appreciating and evaluating forms of visual arts.

O-3 The student will develop an interpretation of visual arts from a local, national, and international perspective.

O-4 The student will demonstrate the ability to respond visually and creatively to personal and cultural experiences.

O-5 The student will take responsibility for the direction of their learning through the acquisition of effective working practices.

Retail Merchandising and Visual Presentation Career Completer

RMVP: Design, Art, and Technology Applications 41.2200.0, GT 41.2200.5

RMVP: R/I Independent Study 41.9010.0

Prerequisite: successful completion of Fundamentals of Art

Credit: 1

O-1 The student will select works of art and interpret their meaning based upon application of expressive characteristics and use of symbolism.

O-2 The student will determine factors that influenced the creation of art in specific historical eras and places by studying artworks and other sources of information.

O-3 The student will create visual images that reflect knowledge of various subjects from observation and imagination.

O-4 The student will examine and refine a personal set of criteria for judging works of art and the visual environment.

O-5 The student will practice productive attitudes and behaviors in individual and group situations.