

# Auburn School District Framework: Drawing 1

**Course:** Graphic Design/Commercial and Advertising Art

**Total Framework Hours:** 90 Hours

**CIP Code:** 500402

**Type:** Preparatory

**Career Cluster:** Arts, Audio/Video Technology & Communications

**Date Last Modified:** Sunday, June 12, 2016

## Resources and Standard used in Framework Development:

Standards used are from PrintEd 2010, SkillsUSA and Teacher workshop identified specific skills as outlined in the OSPI Model Framework for 500402 Graphic Design/Commercial and Advertising Art.

## Unit 1 CLASSROOM CULTURE AND SAFETY

**Hours: 6**

### Performance Assessment(s):

Icebreaker Drawing  
Syllabus Project  
Right/Left Brain Self Assessment and Exercise  
Observational Drawing Techniques Formative Assessment

### Leadership Alignment:

Foundation of this work allows for understanding within the business area.  
Collaborate with Others  
3. B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.

Interact Effectively with Others  
9. A.1 Know when it is appropriate to listen and when to speak.  
9. A.2 Conduct themselves in a respectable, professional manner.

Studio Environment: work habits, effort, cooperation

## Standards and Competencies

Standard P: Design Principles  
2. Identify the basic elements of design (i.e., line; shape; direction; size; texture; value; and, color).

ASD Drawing I & II Standards  
2. Create and produce using a variety of mark making applications utilizing a variety of mediums.  
3. Develop and communicate ideas thru visual problem solving utilizing the use of traditional and/or digital means.  
5. Draw to communicate visually using a variety of subjects or themes to develop personal style.  
7. Demonstrate basic facial proportion using drawing skills.  
8. Demonstrate basic figure and gesture drawing skills.

ASD Visual Arts Power Standards  
1. Demonstrate understanding of visual arts concepts and vocabulary  
5. Demonstrate ethical behavior and comply with fair use and copyright rules and expectations.  
7. Collaborate to perform a variety of tasks  
13. Research, analyze and apply workplace expectations, safety guidelines and skill requirements for careers in visual arts.

## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theare, and visual arts.

- 1.2 Develops arts skills and techniques.  
 - Explores, gathers, and interprets information from diverse sources.

**Communication - Speaking and Listening**

**Health and Fitness**

**Language**

**Mathematics**

**Reading**

**Science**

**Social Studies**

**Writing**

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE AND CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Types of Line Project  
Contour Drawing Rubric  
Line Quality Formative Assessment

**Leadership Alignment:**

Studio Environment: work habits, effort, cooperation  
Individual Learning: applying theory, problem solving and using critical and creative thinking skills while understanding outcomes of related decisions.  
Enhancing Behaviors: Risking, inquisitiveness, attending, persistence, precision

## Think Creatively

1. A.1 Use a wide range of idea creation techniques (such as brainstorming).

## Reason Effectively

2. A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

Review how these elements change as they are applied within computer programs and their abilities.

**Standards and Competencies**

## Standard P: Design Principles

2. Identify the basic elements of design (i.e., line; shape; direction; size; texture; value; and, color).

## ASD Drawing I &amp; II Standards

1. Recognize, analyze, and apply the principles and elements of art and design in illustration to develop original, creative and strong compositions.
2. Create and produce using a variety of mark making applications utilizing a variety of mediums.
4. Demonstrate drawing from observation

## ASD Visual Arts Power Standards

1. Demonstrate understanding of visual arts concepts and vocabulary
3. Understand, analyze and intentionally apply aesthetic critical thinking using the elements of art and principles of design to create original compositions.
6. Demonstrate art Processes, techniques and skills using traditional and digital media to produce works of art for expression, specific purposes and audiences.
8. Critically analyze, interpret, describe and judge one's own work and the work of others.

**Aligned to Washington State Standards****Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

3.2 Uses the arts to communicate for a specific purpose.

**Communication - Speaking and Listening**

**Health and Fitness**

**Language**

**Mathematics**

CC: Mathematical Practices (MP)

6 - Attend to precision.

7 - Look for and make use of structure.

**Reading**

**Science**

**Social Studies**

**Writing**

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE AND CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Finding Shapes Formative Assessment  
Drawing with Shapes Exercise  
Sighting Introduction Formative Assessment  
Negative Space Exercise  
Perspective Project  
View Finder Formative Assessment

**Leadership Alignment:**

Studio Environment: work habits, effort, cooperation  
Individual Learning: applying theory, problem solving and using critical and creative thinking skills while understanding outcomes of related decisions.  
Enhancing Behaviors: Risking, inquisitiveness, attending, persistence, precision

Think Creatively

1. A.1 Use a wide range of idea creation techniques (such as brainstorming).

Reason Effectively

2. A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

Review how these elements change as they are applied within computer programs and those programs abilities.

**Standards and Competencies**

Standard C: Digital File Preparation

1. Identify professional prepress software applications and uses, including: page layout (QuarkXPress, InDesign); image editing (Photoshop); illustration (Illustrator); Portable Document Format (PDF) generation and editing (Acrobat, PitStop); and, imposition (Preps).

3. Describe the difference between a raster image and a vector graphic image.

Standard P: Design Principles

2. Identify the basic elements of design (i.e., line; shape; direction; size; texture; value; and, color).

Standard V: Visual Techniques Drawing and Painting

1. Demonstrate skills used to define and analyze a given problem

3. Develop thematic compositions using a variety of techniques (sketchbooks)

4. Develop compositions using traditional wet/Dry materials

6. Drawing – Material, life drawing, observational, 2D/3D, still/life drawing, light/shadow

ASD Drawing I & II Standards

5. Draw to communicate visually using a variety of subjects or themes to develop personal style.

6. Demonstrate and apply the use of proportion, depth, viewpoint, and/or perspective.

ASD Visual Arts Power Standards

1. Demonstrate understanding of visual arts concepts and vocabulary

4. Understand and apply the design process through visual problem solving

**Aligned to Washington State Standards****Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- Explores, gathers, and interprets information from diverse sources.
- Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
- Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
- Reflects for the purpose of self-evaluation and improvement of the creative work.
- Refines work based on feedback, self-reflection, and aesthetic criteria.
- Analyzes the structure, context and/or aesthetics of the work.
- Describes what is seen, felt and/or heard (perceived/experienced).

Arts 3.0 The student communicates through the arts.

3.2 Uses the arts to communicate for a specific purpose.

|   |
|---|
| <b>Communication - Speaking and Listening</b> |
| <b>Health and Fitness</b>                     |
| <b>Language</b>                               |
| <b>Mathematics</b>                            |
| <b>Reading</b>                                |
| <b>Science</b>                                |
| <b>Social Studies</b>                         |
| <b>Writing</b>                                |

**21st Century Skills**

| <b>LEARNING AND INNOVATION</b>   | <b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b>   | <b>LIFE AND CAREER SKILLS</b>   |
|--|---|---|
| <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Think Creatively</li> <li><input type="checkbox"/> Work Creatively with Others</li> <li><input type="checkbox"/> Implement Innovations</li> </ul> <p><b>Creative Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reason Effectively</li> <li><input checked="" type="checkbox"/> Use Systems Thinking</li> <li><input checked="" type="checkbox"/> Make Judgements and Decisions</li> <li><input checked="" type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate Clearly</li> <li><input type="checkbox"/> Collaborate with Others</li> </ul> | <p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access and Evaluate Information</li> <li><input type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze Media</li> <li><input type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications, and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Technology Effectively</li> </ul> | <p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Adapt to Change</li> <li><input checked="" type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mange Goals and Time</li> <li><input checked="" type="checkbox"/> Work Independently</li> <li><input type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interact Effectively with Others</li> <li><input type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage Projects</li> <li><input checked="" type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guide and Lead Others</li> <li><input checked="" type="checkbox"/> Be Responsible to Others</li> </ul> |

**Performance Assessment(s):**

Introduction to Adobe Illustrator Activity  
Elements of Design Computer Drawing Project  
Vector vs. Raster Formative Assessment

**Leadership Alignment:**

Studio Environment: work habits, effort, cooperation  
Individual Learning: applying theory, problem solving and using critical and creative thinking skills while understanding outcomes of related decisions.  
Enhancing Behaviors: Risking, inquisitiveness, attending, persistence, precision  
Reason Effectively  
2. A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.  
Use Systems Thinking  
2. B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.  
Solve Problems  
2. D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways.

Review how these elements change as they are applied within Adobe Illustrator.

**Standards and Competencies**

Standard O: Digital Illustration

Standard O: Digital Illustration

1. Demonstrate an understanding of the differences between raster and vector files.
1. Demonstrate an understanding of the differences between raster and vector files.
2. Use the appropriate graphics program to create a design or logo using manipulated type (rotated, circled, extended, tints and fills, etc.).
3. Create or trace drawings/photographs using a vector illustration program.
3. Create or trace drawings/photographs using a vector illustration program.
4. Create or edit images in a raster based program using layers; transparencies; layer modes; masks; and, selections, etc.
5. Create a spot color illustration or logo using Pantone Matching System® (PMS) or other color matching system, and view or print separations.
6. Demonstrate a functional knowledge of computer menus, shortcut keys, and palettes in illustration software.
7. Create a single color vector graphic.
8. Create a vector graphic using tints, fills, and color.
10. Trace a bitmap drawing and convert to a vector.
11. Edit an existing piece of vector art.

Standard P: Design Principles

1. Identify the basic principles of design (i.e., unity; contrast; proportions; balance; emphasis; and, rhythm).
2. Identify the basic elements of design (i.e., line; shape; direction; size; texture; value; and, color).

ASD Drawing I & II Standards

1. Recognize, analyze, and apply the principles and elements of art and design in illustration to develop original, creative and strong compositions.
2. Create and produce using a variety of mark making applications utilizing a variety of mediums.
3. Develop and communicate ideas thru visual problem solving utilizing the use of traditional and/or digital means.

ASD Visual Arts Power Standards

1. Demonstrate understanding of visual arts concepts and vocabulary
3. Understand, analyze and intentionally apply aesthetic critical thinking using the elements of art and principles of design to create original compositions.



## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.2 Develops arts skills and techniques.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Explores, gathers, and interprets information from diverse sources.

Arts 3.0 The student communicates through the arts.

3.2 Uses the arts to communicate for a specific purpose.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

CC: Mathematical Practices (MP)

5 - Use appropriate tools strategically.

6 - Attend to precision.

**Reading**

**Science**

**Social Studies**

**Writing**

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE AND CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Value Scale Practice Formative Assessment  
Light and Form Project  
Observational Drawing Project  
Apply visual scale ability to a computer program

**Leadership Alignment:**

Studio Environment: work habits, effort, cooperation  
Individual Learning: applying theory, problem solving and using critical and creative thinking skills while understanding outcomes of related decisions.  
Enhancing Behaviors: Risking, inquisitiveness, attending, persistence, precision

Use Systems Thinking  
2. B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.  
Advisory board presentation of how the basics of drawing are required for computer design understanding.

**Standards and Competencies**

## Standard O: Digital Illustration

2. Use the appropriate graphics program to create a design or logo using manipulated type (rotated, circled, extended, tints and fills, etc.).
4. Create or edit images in a raster based program using layers; transparencies; layer modes; masks; and, selections, etc.
7. Create a single color vector graphic.

## Standard P: Design Principles

2. Identify the basic elements of design (i.e., line; shape; direction; size; texture; value; and, color).

## ASD Drawing I &amp; II Standards

1. Recognize, analyze, and apply the principles and elements of art and design in illustration to develop original, creative and strong compositions.
2. Create and produce using a variety of mark making applications utilizing a variety of mediums.
3. Develop and communicate ideas thru visual problem solving utilizing the use of traditional and/or digital means.
4. Demonstrate drawing from observation
6. Demonstrate and apply the use of proportion, depth, viewpoint, and/or perspective.
9. Apply color to promote a mood or effect for visual communication.
10. Demonstrate the development of the creative process through research, sketching and execution.

## ASD Visual Arts Power Standards

1. Demonstrate understanding of visual arts concepts and vocabulary
3. Understand, analyze and intentionally apply aesthetic critical thinking using the elements of art and principles of design to create original compositions.
4. Understand and apply the design process through visual problem solving

**Aligned to Washington State Standards****Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

|   |
|---|
| <b>Communication - Speaking and Listening</b> |
| <b>Health and Fitness</b>                     |
| <b>Language</b>                               |
| <b>Mathematics</b>                            |
| <b>Reading</b>                                |
| <b>Science</b>                                |
| <b>Social Studies</b>                         |
| <b>Writing</b>                                |

**21st Century Skills**

| <b>LEARNING AND INNOVATION</b>  | <b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b>   | <b>LIFE AND CAREER SKILLS</b>   |
|---|---|---|
| <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Think Creatively</li> <li><input type="checkbox"/> Work Creatively with Others</li> <li><input type="checkbox"/> Implement Innovations</li> </ul> <p><b>Creative Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reason Effectively</li> <li><input type="checkbox"/> Use Systems Thinking</li> <li><input checked="" type="checkbox"/> Make Judgements and Decisions</li> <li><input checked="" type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate Clearly</li> <li><input type="checkbox"/> Collaborate with Others</li> </ul> | <p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access and Evaluate Information</li> <li><input type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze Media</li> <li><input type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications, and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Technology Effectively</li> </ul> | <p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Adapt to Change</li> <li><input checked="" type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Goals and Time</li> <li><input checked="" type="checkbox"/> Work Independently</li> <li><input checked="" type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interact Effectively with Others</li> <li><input type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage Projects</li> <li><input checked="" type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guide and Lead Others</li> <li><input checked="" type="checkbox"/> Be Responsible to Others</li> </ul> |

**Performance Assessment(s):**

Facial Feature Formative Assessment  
Proportion Formative Assessment  
Planes of the Face/Body Formative Assessment  
Portrait Project and Self Reflection

**Leadership Alignment:**

Individual Skills: Student will be involved in activities that require applying theory, problem-solving and using critical and creative thinking skills while understanding outcomes of related decisions.

Community and Career Skills: Work habits, punctuality,

Enhancing Behaviors: Risking, inquisitiveness, attending, persistence, precision

Communicate Clearly

3. A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

Make Judgments and Decisions

2. C.2 Analyze and evaluate major alternative points of view..

2. C.4 Interpret information and draw conclusions based on the best analysis.

2. C.5 Reflect critically on learning experiences and processes.

5. B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions.

**Standards and Competencies**

Standard V: Visual Techniques Drawing and Painting

1. Demonstrate skills used to define and analyze a given problem
3. Develop thematic compositions using a variety of techniques (sketchbooks)
4. Develop compositions using traditional wet/Dry materials
6. Drawing – Material, life drawing, observational, 2D/3D, still/life drawing, light/shadow
8. Illustration – Materials, styles, techniques.

Standard W: Concept Development

3. Thumbnails

Standard WR 4: Problem Solving

ASD Drawing I & II Standards

1. Recognize, analyze, and apply the principles and elements of art and design in illustration to develop original, creative and strong compositions.
3. Develop and communicate ideas thru visual problem solving utilizing the use of traditional and/or digital means.
4. Demonstrate drawing from observation
6. Demonstrate and apply the use of proportion, depth, viewpoint, and/or perspective.
10. Demonstrate the development of the creative process through research, sketching and execution.

ASD Visual Arts Power Standards

1. Demonstrate understanding of visual arts concepts and vocabulary
2. Create, perform and respond using reading, writing and math standards related to the visual arts
3. Understand, analyze and intentionally apply aesthetic critical thinking using the elements of art and principles of design to create original compositions.
4. Understand and apply the design process through visual problem solving
5. Demonstrate ethical behavior and comply with fair use and copyright rules and expectations.
8. Critically analyze, interpret, describe and judge one's own work and the work of others.

**Aligned to Washington State Standards**

**Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.2 Develops arts skills and techniques.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
- Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
- Reflects for the purpose of self-evaluation and improvement of the creative work.
- Refines work based on feedback, self-reflection, and aesthetic criteria.

2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):

- Analyzes the structure, context and/or aesthetics of the work.

Arts 3.0 The student communicates through the arts.

3.2 Uses the arts to communicate for a specific purpose.

**Communication - Speaking and Listening**

**Health and Fitness**

**Language**

**Mathematics**

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively.

**Reading**

CC: Reading Informational Text

Integration of Knowledge and Ideas (11-12)

7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Science**

Physical Science

Inquiry (Conducting Analysis and Thinking Logically)

9-12 INQB: Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data.

Application (Science, Technology, and Society)

9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.

21st Century Skills

LEARNING AND INNOVATION

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

LIFE AND CAREER SKILLS

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Weekly Sketchbook Drawings  
Bi weekly design work in Adobe (computer program)

**Leadership Alignment:**

Think Creatively

1. A.1 Use a wide range of idea creation techniques (such as brainstorming).

Work Creatively with Others (Examples Below)

1. B.1 Develop, implement and communicate new ideas to others effectively.

5. B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions.

**Standards and Competencies**

Standard O: Digital Illustration

3. Create or trace drawings/photographs using a vector illustration program.

8. Create a vector graphic using tints, fills, and color.

Standard V: Visual Techniques Drawing and Painting

1. Demonstrate skills used to define and analyze a given problem

3. Develop thematic compositions using a variety of techniques (sketchbooks)

4. Develop compositions using traditional wet/Dry materials

ASD Drawing I & II Standards

10. Demonstrate the development of the creative process through research, sketching and execution.

ASD Visual Arts Power Standards

1. Demonstrate understanding of visual arts concepts and vocabulary

**Aligned to Washington State Standards****Arts**

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Explores, gathers, and interprets information from diverse sources.



**Communication - Speaking and Listening**

**Health and Fitness**

**Language**

**Mathematics**

**Reading**

**Science**

**Social Studies**

**Writing**

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE AND CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others