

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Visual Arts

<p><i>Mission Statement</i></p>	<p>The mission of Geneva Community School District #304 6-12 visual arts education curriculum is to guide students toward the development of visual literacy. Students will explore the language of the visual arts and how to express ideas in a visual format. Students will learn to identify and apply the basic elements and principles of design underlying artworks and how to analyze them.</p> <p>Students will understand how works of art are produced. They will learn traditional art making techniques as well as contemporary art processes including the use of technology and digital imaging. In addition, students will understand the role of art in civilizations, past and present, and its potential applications for the future.</p>
<p><i>Course Sequence</i> (Grades 6-12)</p>	<p>Art I Art II, Photography I, Ceramics I Studio Art, Photography II, Ceramics II, Graphic Design AP Studio Art, Photography III Photography IV</p>

Course Framework

Course Title Grade Level Semesters (1-2-3-4) Prerequisite	Photography II 10,11,12 1 Semester (Fall/Spring) Photography I
Course Description	Applying the fundamental principles learned in Photography I, this course will focus on the versatility of their applications. Alternative processes and an introduction to digital media will add to the students' visual literacy and address photography as a language through which we can communicate. The object of the course is to encourage the student to refine and understand the techniques of the medium and to explore alternative processes that will develop their own distinctive style. All materials for this course will be supplied from the course fee. Manual camera requested.
District-approved Materials and/or Resources	<ul style="list-style-type: none">• 35mm SLR camera with manual functions• digital camera• Adobe Photoshop CS2 software• Darkroom Equipment

Unit of Study: major topics	Before & After: The Alteration of A Masterpiece This unit will introduce digital image making software, Adobe Photoshop and the concept of appropriation to students.	Resources that will support instruction Examples created by teacher and a look at classic examples of appropriation, for example Marcel Du Champ's <i>Mona Lisa with a Mustache</i>
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	Illinois State Goals for the Visual Arts 25.A.4. Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts 25.A.3e. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology 26.A.4e. Analyze and evaluate how tools/technologies and processes combine to convey meaning 26.A.2f. Understand the artistic processes of printmaking, weaving, photography and sculpture. 27.B.4. Understand how the arts change in response to changes in society	
Objectives ○ Conceptual ○ Factual ○ Procedural	<ul style="list-style-type: none"> ● Become familiar and learn to use Adobe Photoshop software ● Be able to identify world renown masterpieces ● Learn concept of appropriation ● Create their own appropriated works of art 	
Assessments	Performance Tasks Students will create 3 Before & After pieces using Photoshop software.	Other Evidence Observation of student actively engaging with project during its duration.

Unit Frameworks

Unit of Study: major topics	Objects Undetected	Resources that will support instruction previous student examples, work done by professional artists
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	Illinois State Goals for the Visual Arts 25.A.4. Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts 25.A.3e. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology 27.B.4. Understand how the arts change in response to changes in society	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	Students will look at objects abstractly and capture the beauty of the abstraction on b&w film. They will also continue to work on their skill of developing pictures traditionally in the darkroom.	
Assessments	Performance Tasks Each student will create (2) 8X10 prints of two objects undetected that they will present to the class in critique day. Other students will try to guess what the object that they photographed was.	Other Evidence Observation of each student as they worked on the project.

Unit of Study: major topics	Multiple Exposures (digital and darkroom)	Resources that will support instruction Examples created by professional artists and examples from former Photo II students
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<p>25.A.4. Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts</p> <p>25.A.3e. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology</p> <p>26.A.4e. Analyze and evaluate how tools/technologies and processes combine to convey meaning</p> <p>26.A.2f. Understand the artistic processes of printmaking, weaving, photography and sculpture.</p> <p>27.B.4. Understand how the arts change in response to changes in society</p>	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	The students will learn to create multiple exposures in the darkroom and in Photoshop. They will first stack negatives on top of each other in the enlargers. Then, they will stack two images on top of each other in Photoshop and bring down the opacity of one of the images to make it more transparent.	
Assessments	Performance Tasks 2 successful examples of multiple exposures created in the darkroom and 2 created in Photoshop will need to be turned in for a grade.	Other Evidence Check for understanding as students are working on the project.

Unit of Study: major topics	Best Friend Enlarged Portrait Portrait enlarged to 16'x20".	Resources that will support instruction Teacher sample, examples done by Chuck Close and previous student examples.
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	25.A.4. Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts 25.A.3e. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology 26.A.4e. Analyze and evaluate how tools/technologies and processes combine to convey meaning	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	This project will rely heavily on technical ability. Students will demonstrate how “well” of a photographer they are by producing an immaculate portrait of their best friend on 16”x20” paper. The portrait should be as detailed as possible and focus on capturing the essence of their subject matter, not the background. They will be graded on how well they can take AND develop a photograph. Any noticeable spots, scratches and blemishes will significantly lower their grade.	
Assessments	Performance Tasks Students will turn in one 16”x20” portrait for 100 points.	Other Evidence Observations/checking for understanding while they are working on the project

Unit of Study: major topics	Documenting a Process Students are to document a process from start to finish.	Resources that will support instruction Examples of documentary photography
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	25.A.4. Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts 25.A.3e. Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology 26.A.4e. Analyze and evaluate how tools/technologies and processes combine to convey meaning 26.A.2f. Understand the artistic processes of printmaking, weaving, photography and sculpture. 27.B.4. Understand how the arts change in response to changes in society.	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	Students will learn about the importance and necessity of documentary photography. They will create their own photographic documentation of a process from start to finish. It could be any process, from baking a cake to playing a video game. The documentation can be taken with a manual film camera or a digital camera.	
Assessments	Performance Tasks Before students take their photographs of the documentation, they need to brainstorm the process that they would like to document and create a storyboard. Students will create a documentation that includes 6 pictures or more that have to be each 5x7” in size. The documentation needs to be consistent and in order.	Other Evidence Checking for understanding while students are working on the project.