

VISUAL JOURNALING-Creating: Art Course Guide

Course Description: Visual Journaling Creating; This course includes basic to advanced art journaling techniques and creative exploration. The course is designed to provide students with an artistic skill set that allows the student to expand their knowledge, artistic style, and skill in visual journaling(art journaling). Students will learn the importance of connecting and expressing themselves through visual imagery. An emphasis on the creative process, artistic style, and visual storytelling will be explored. Current artist’s trends in visual journaling will be introduced and expanded on.

Adopted Course Primary Resource	Supplementary Resources
NA	NA

Standards Addressed In The Course (Note Essential Standards)		
Creating: Essential standard: Students will independently use their learning to conceive and develop new artistic ideas and work.	Anchor Standard #1.	Generate and conceptualize artistic ideas and work (Investigate, Plan, Make)
	Anchor Standard #2.	Organize and develop artistic ideas and work (Investigate)
	Anchor Standard #3	Refine and complete artistic work (Reflect, Refine, Continue)
Presenting/Producing: Essential Standard: Students will independently use their learning to realize, interpret, share, and present artistic ideas and work.	Anchor Standard #4	Analyze, interpret, and select artistic work for presentation (Select)
	Anchor Standard #5	Develop and refine artistic work for presentation (Analyze)
	Anchor Standard #6	Convey meaning through the presentation of artistic work (Share)
Responding: Essential Standard: Students will independently use their learning to understand and evaluate how the arts convey meaning.	Anchor Standard #7	Perceive and analyze artistic work (Perceive)
	Anchor Standard #8	Interpret intent and meaning in artistic work (Analyze)

	Anchor Standard #9	Apply criteria to evaluate artistic work (Interpret)
Connecting: Essential Standard: Students will independently use their learning to relate artistic ideas and work with personal meaning and external context.	Anchor Standard #10	Synthesize and relate knowledge and personal experiences to make art (Synthesize)
	Anchor Standard #11	Relate artistic ideas and works with societal, cultural and historical context to deepen understanding (Relate)

Units of Study (Sequenced)	Standards Associated	Key Learning Targets & Essential Vocabulary	Essential Question(s)	Common Assessment	Pacing
Techniques & Composition	A.A.Cr.10.h: Investigate A.A.Cr.11.h: Plan A.A.Cr.12.h: Make A.A.Pr.12.h: Share A.A.R.16.h: Describe A.A.R.17.h: Analyze A.A.R.18.h: Interpret A.A.Cn.12.h: Cultural, Social, and Historical Awareness	Key Learning Targets: *Students will learn the elements and principles of art through exploration and reflection. *Students will explore techniques and materials to come up with their best composition. *Students will critique and talk about their own work and the art of others. Vocabulary: art elements, art principles, line, shape, color, form, texture, value, space, balance, unity, emphasis, movement, pattern, proportion, variety, composition, critique	* What conditions, attitudes, and behaviors support creativity and innovative thinking? * What factors prevent or encourage people to take creative risks? * How do artists follow or break from established traditions? *How do artists learn from trial and error? *How do artists care for and maintain materials, tools, and equipment? *What responsibilities come with the freedom to create? *What role does persistence play in revising, refining, and developing work? *What is the value of engaging in the process of art criticism? *How does one determine criteria to evaluate a work of	Project Rubric	9 Weeks

			art?		
Making Meaning	A.A.Cr.10.h: Investigate A.A.Cr.11.h: Plan A.A.Cr.12.h: Make A.A.Pr.10.h: Develop Meaning A.A.Pr.11.h: Communicate A.A.Pr.12.h: Share A.A.R.16.h: Describe A.A.R.17.h: Analyze A.A.R.18.h: Interpret A.A.R.19.h: Inquire A.A.R.20.h: Evaluate A.A.Cn.12.h: Cultural, Social, and Historical Awareness	Key Learning Targets *Students will work on composition and integration of layers of images together in a larger image. *Students will create art that has meaning to them. *Students will demonstrate in works of art how visual imagery defines, shapes, enhances, inhibits, and/or empowers people's lives Vocabulary: Composition, Visual Imagery, Visual Storytelling, Aesthetic, Shape, Space, Balance, Emphasis, Unity, Pattern, Proportion, Value, Creativity	*What factors prevent or encourage people to take creative risks? *Why do artists follow or break from established traditions? *How do artists determine whether a particular direction in their work is effective? *What responsibilities come with the freedom to create? *How do artists create works of art that effectively communicate? *How do artists grow and become accomplished in art forms? *What criteria, methods, and processes are used to select work for preservation or presentation? *How does refining artwork affect its meaning to the viewer? *How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? *How do life experiences influence the way you relate to art? *How does knowing and using visual art vocabularies help us understand and interpret works of art? *How does engaging in creating art enrich people's lives? *How is art used to impact the views of a society?		9 Weeks

The Creative Process	A.A.Cr.10.h: Investigate A.A.Cr.11.h: Plan A.A.Cr.12.h: Make A.A.Pr.10.h: Develop Meaning A.A.Pr.11.h: Communicate A.A.Pr.12.h: Share A.A.R.16.h: Describe A.A.R.17.h: Analyze A.A.R.18.h: Interpret A.A.R.19.h: Inquire A.A.R.20.h: Evaluate A.A.Cn.10.h: Interdisciplinary A.A.Cn.11.h: Career Connections A.A.Cn.12.h: Cultural, Social, and Historical Awareness	Key Learning Targets: • *Students will curate a body of work that represents their aesthetic. • *Students will organize a body of work into a digital portfolio. • *Students will explore different ways to create images using a variety of methods. • *Students will edit their work to determine strength or their own personal aesthetic. • *Students will reflect on their body of work through the creation of an artist statement. Vocabulary: Aesthetics, curate, criteria, revision	*What conditions, attitudes, and behaviors support creativity and innovative thinking? *Why do artists follow or break from established traditions *How do artists work? *How do artists learn from trial and error? * What responsibilities come with the freedom to create? *How do artists create works of art or design that effectively communicate? *What role does persistence play in revising, refining and developing work? *What criteria, methods, and processes are used to select work for preservation or presentation? *How does refining artwork affect its meaning to the viewer? *What criteria are considered when selecting work for presentation, a portfolio, or a collection? *What can we learn from our responses to art? *How do images influence our view of the world? *How is a personal preference different from an evaluation? *How does engaging in creating art enrich people's lives? *How does art preserve aspects of life?	Portfolio Rubric	Ongoing
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