

Unit Title: Identity and World Cultures

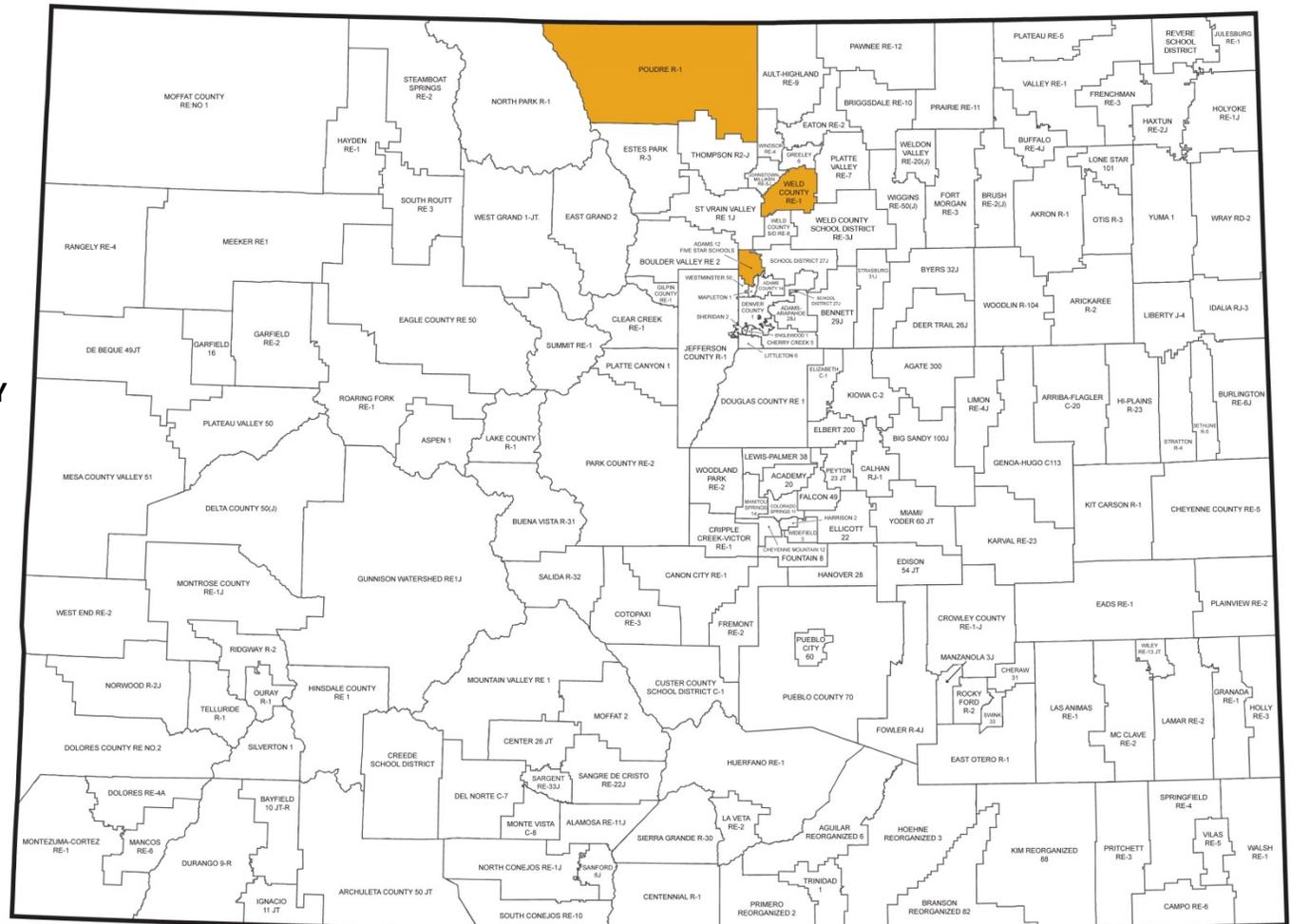
Media Arts

INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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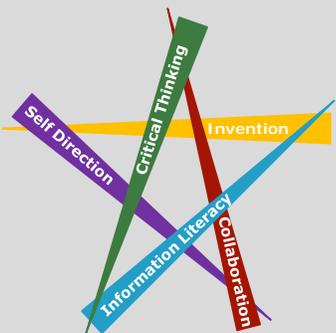
Colorado's District Sample Curriculum Project

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Visual Arts	Grade Level	High School
Course Name/Course Code	Media Arts- Digital Arts, Photography, Computer, Graphic Design, Film , Video		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Observe and Learn to Comprehend	1. Visual art has inherent characteristics and expressive features	VA09-GR.HS-S.1-GLE.1	
	2. Historical and cultural context are found in visual art	VA09-GR.HS-S.1-GLE.2	
	3. Art and design have purpose and function	VA09-GR.HS-S.1-GLE.3	
2. Envision and Critique to Reflect	1. Reflective strategies are used to understand the creative process	VA09-GR.HS-S.2-GLE.1	
	2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes	VA09-GR.HS-S.2-GLE.2	
	3. Interpretation is a means for understanding and evaluating works of art	VA09-GR.HS-S.2-GLE.3	
3. Invent and Discover to Create	1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas	VA09-GR.HS-S.3-GLE.1	
	2. Assess and produce art with various materials and methods	VA09-GR.HS-S.3-GLE.2	
	3. Make judgments from visual messages	VA09-GR.HS-S.3-GLE.3	
4. Relate and Connect to Transfer	1. The work of art scholars impacts how art is viewed today	VA09-GR.HS-S.4-GLE.1	
	2. Communication through advanced visual methods is a necessary skill in everyday life	VA09-GR.HS-S.4-GLE.2	
	3. Art is a lifelong endeavor	VA09-GR.HS-S.4-GLE.3	

Colorado 21st Century Skills



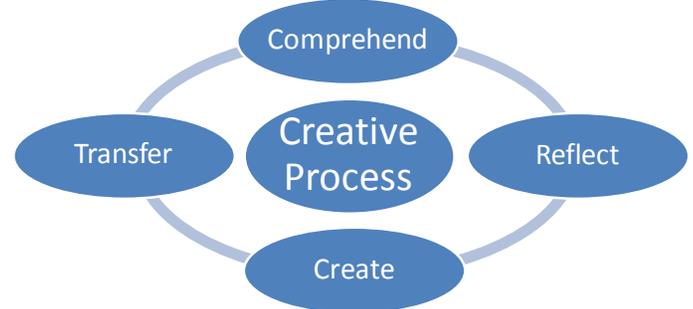
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Identity and World Cultures	Instructor Choice	Instructor Choice

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Identity and World Cultures		Length of Unit	Quarter/Semester/Year
Focusing Lens(es)	Complexity	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.HS-S.1-GLE.1, VA09-GR.HS-S.1-GLE.2, VA09-GR.HS-S.1-GLE.3 VA09-GR.HS-S.2-GLE.1, VA09-GR.HS-S.2-GLE.2, VA09-GR.HS-S.2-GLE.3 VA09-GR.HS-S.3-GLE.1, VA09-GR.HS-S.3-GLE.2, VA09-GR.HS-S.3-GLE.3 VA09-GR.HS-S.4-GLE.1, VA09-GR.HS-S.4-GLE.2, VA09-GR.HS-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why do various cultures experience and define identity differently in their art? (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.3) and (VA09-Gr.HS-S.4-GLE.1) • Can art reveal our values and beliefs? • Why might artists consider the juxtaposition/relationship of the art elements within a composition to add “wow/pop” value, direct the viewer, and/or add emphasis? • How is value/worth assigned to a culture’s art? 			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Juxtaposition, Composition, Traditions, Culture, Relationships, Beliefs and Values, Identity, Expressive Features, Media, Variety			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Artists draw from their personal values, cultures, and traditions to create works of art that reflect their individual and cultural identity (Inspiration) (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)	What media/materials might an artist use to express their individual identity?	Why would an artist’s environment influence their art? Could an artist’s environment ever not influence their art? Explain.
Artists use characteristics and expressive features of art to create a visual representation that reflects their identity. (Making) (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)	How might an artist use line as an expressive element? What shapes or forms might you find in cultural traditions?	Why would an artist use technology or new media to express individual identity rather than drawing or painting or other traditional media?
Composition can reflect the complexity of an artist’s cultural identity. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)	How do compositions from two or more cultures compare? How does complexity developed in these pieces?	How can complexity be beautiful or ugly? What contributes to an individual’s interpretation/judgment of what is beautiful?
Artists juxtapose and/or alter cultural traditions and beliefs through a variety of media. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)	How does Weiwei or another artist challenge his or her cultural roots through art? How does the above artist’s work compare with other artists such as Sally Mann?	How might an artist use juxtaposition between preconceived ideas/beliefs and artist intent to question perception? Why might an artist’s identity be different than that of

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		their culture?
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • How to use characteristics and expressive features of art in new media and technology. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3) • How technology and new media can expand or personal voice. (Making) (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3) • Techniques to create complex and meaningful compositions in a variety of media, i.e. Media Arts- Digital Arts, Photography, Computer, Graphic Design, Film, YouTube, Video. (Making) (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3) • How art functions as an agent of social and political change (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3) 	<ul style="list-style-type: none"> • Use characteristics and expressive features of art to create a visual representation that reflects identity. (Making) (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3) • Create art that reflects complexity of an artist’s cultural identity. (Making & Inspiration) (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3) • Discuss how artist challenge and/or alter cultural traditions and beliefs. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3) • Explain how art can be an agent of social and political change. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Using the appropriate expressive features and characteristics, perspective drawings are created that demonstrate three-dimensional illusion on a two-dimensional plane.</i></p>
<p>Academic Vocabulary:</p>	<p>Beliefs and Values, Compositions, Traditions, Culture, Relationships, Identity, Perspective, Complexity, Technology, Social and Political Commentary, Justify, Investigate, Debate, Analyze, Document, Research, Interpret, Context, Influence, Differentiate, Compare and Contrast, Historical Significance, Articulate, Discern, Paradigm</p>
<p>Technical Vocabulary:</p>	<p>Expressive features and characteristics of art, composition, technology, new media, craftsmanship, technical ability, cliché, photojournalism, Illustrations, design</p>

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Unit Description:	In this unit students will explore the ways that art can reveal individual and cultural values and beliefs, as well as challenge those values and beliefs. Students will gain an understanding of how artists employ expressive features and characteristics of art such as composition, juxtaposition, and relationship of elements to direct the viewer and/or add emphasis to what they are communicating about identity.
Considerations:	This unit would be best used with students who have a basic understanding of some form of media arts such as graphic design, analog or digital photography, film, or other digital software.
Unit Generalizations	
Key Generalization:	Artists draw from their personal values, cultures, and traditions to create works of art that reflect their individual and cultural identity.
Supporting Generalizations:	Artists juxtapose and/or alter cultural traditions and beliefs through a variety of media.
	Artists use characteristics and expressive features of art to create a visual representation that reflects their identity.
	Composition can reflect the complexity of an artist’s cultural identity.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Artists draw from their personal values, cultures, and traditions to create works of art that reflect their individual and cultural identity.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	A local arts center is hosting a Media Arts Festival titled Identity and World Cultures. Drawing from personal heritage and traditions, submissions should reflect, examine, or challenge individual and/or cultural identity. Works can be submitted in the form of film, photography, or digital art.
Product/Evidence: (Expected product from students)	Students will create an artwork using media arts such as graphic design, photography, film/video, and digital software that reflects, examines, or challenges an aspect of their individual identity or culture.
Differentiation: (Multiple modes for student expression)	Students may: <ul style="list-style-type: none"> • Self-select materials • Work in pairs or small groups • Choose whether their artwork will reflect, examine or challenge beliefs and values

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>Digital Photography Composition for Dummies</i> - Thomas Clark https://naea.digication.com/omg/Postmodern_Principles (<i>Postmodern Principles</i> - In <i>Search of 21st Century Art Education</i> – Olivia Gude) <i>Creative Workshop 80 Challenges to Sharpen Your Design Skills</i> - David Sherwin	

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Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/ work like an artist – use expressive features and characteristics of art	Teacher Resources:	<i>Making Art: Form and Meaning</i> – Terry Barrett <i>Talking About Student Art</i> – Terry Barrett <i>Studio Thinking 2: The real benefits of visual arts education</i> – L. Hetland, E. Winner, S. Veenema, & K. Sheridan
			Student Resources:	Sketchbooks, journals, process planning and artworks, completed art works and critiques/ artist statements
	Skills:	Analyze and synthesize ideas, as well as knowledge of materials and process, to conceptualize about the creative process in designing a piece of art.	Assessment:	Throughout the unit students will use sketchbooks and journals to analyze and interpret different materials, techniques, artist, and ideas.
2.	Description:	Think/work like an artist using symbols; effectively applying them to personal art making.	Teacher Resources:	N/A
			Student Resources:	Sketchbooks, journals, process planning and art works, completed art work and critiques
	Skills:	Analyze and synthesize ideas, as well as knowledge of materials and process, to conceptualize about and create plans and art works with the ability to critique, reflect, and transfer ideas.	Assessment:	Throughout the unit students will use journaling and sketchbooks to analyze the use of symbolism/metaphor/analogy in personal identity.

Prior Knowledge and Experiences

This unit would best be taught in in a class where the teacher and students have some knowledge of current technology such as Photoshop, Illustrator, iMovie, Video editing software, ArtRage, etc. Additionally, some understanding of the creative process and how to document that process will help the students understand what they are exploring and learning.

Learning Experiences # 1 – 6
Instructional Timeframe: Teacher’s Discretion

Learning Experience # 1

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The teacher may show examples of work by artists that explore the ideas of personal and cultural identity so that students can identify multiple ways artists express identity.

Generalization Connection(s):	Artists draw from their personal values, cultures, and traditions to create works of art that reflect their individual and cultural identity. Artists juxtapose and/or alter cultural traditions and beliefs through a variety of media. Artists use characteristics and expressive features of art to create a visual representation that reflects their identity. Composition can reflect the complexity of an artist’s cultural identity.	
Teacher Resources:	http://www.pbs.org/wnet/americanmasters/episodes/annie-leibovitz/photo-gallery/19/ http://www.art21.org/artists/sally-mann http://www.art21.org/artists/catherine-opie http://www.pbs.org/art21/artists/tabaimo http://www.pbs.org/art21/artists/kerry-james-marshall http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf (Cluster/idea web)	
Student Resources:	Annie Leibovitz: <i>Working with Composition</i> , Scholastic Art, 2007	
Assessment:	Students will construct a journal/sketchbook entry describing different ways that artists express identity through a variety of media. Sketchbooks and journals allow for demonstration of learning that elicits depth and complexity due to the organic nature of the format. Teachers may wish to provide students with a template (e.g., a word/semantic web template) for the entry. http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf (Cluster/idea web)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may describe and interpret the images separately; not making comparisons between works. Students may write or present orally (or in combination) their analysis of the images compared or critiqued.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may give a written process of the way they feel about their own identity. Students may create a digital portfolio of their work.
Critical Content:	<ul style="list-style-type: none"> • How to use characteristics and expressive features of art in new media and technology. • Techniques to create complex and meaningful compositions in a variety of media, i.e. Media Arts - Digital Arts, Photography, Computer, Graphic design, Film, YouTube, Video. • How art functions as an agent of social and political change. 	
Key Skills:	<ul style="list-style-type: none"> • Discuss how artists challenge and/or alter cultural traditions and beliefs. • Explain how art can be an agent of social and political change. 	
Critical Language:	Beliefs and Values, Compositions, Traditions, Culture, Relationships, Identity, Perspective, Complexity, Technology, Social and Political Commentary, Justify, Investigate, Debate, Analyze, Document, Research, Interpret, Context, Influence, Differentiate,	

Colorado Teacher-Authored Sample Instructional Unit

	Compare and Contrast, Historical Significance, Articulate, Discern, Paradigm, Expressive Features and Characteristics of Art, Composition, Technology, New media, Craftsmanship, Technical Ability, Cliché, Photojournalism. Illustrations, Design
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Learning Experience # 2		
The teacher may lead a discussion on some of the elements that create individual identity including traditions, rituals, and cultural heritage, so that students can explain and relate influences that contribute to an artist’s exploration of identity.		
Generalization Connection(s):	<p>Artists draw from their personal values, cultures, and traditions to create works of art that reflect their individual and cultural identity.</p> <p>Artists juxtapose and/or alter cultural traditions and beliefs through a variety of media.</p> <p>Artists use characteristics and expressive features of art to create a visual representation that reflects their identity.</p> <p>Composition can reflect the complexity of an artist’s cultural identity.</p>	
Teacher Resources:	<p>http://www.pbs.org/wnet/americanmasters/episodes/annie-leibovitz/photo-gallery/19/ (Information and Work by Annie Leibovitz)</p> <p>http://www.art21.org/artists/sally-mann (Information and Work by Sally Mann)</p> <p>http://www.art21.org/artists/catherine-opie(Information and Work by Catherine Opie)</p> <p>http://www.pbs.org/art21/artists/tabaimo (Information and Work by Tabaimo)</p> <p>http://www.pbs.org/art21/artists/kerry-james-marshall (Information and Work by Kerry James Marshall)</p> <p>http://www.studenthandouts.com/Assortment-01/Graphic-Organizers/KWL-Chart-Know-Want-to-Know-Learned-Instructions.html (Worksheet for KWL chart)</p>	
Student Resources:	<i>Annie Leibovitz: Working with Composition</i> , Scholastic Art, 2007	
Assessment:	Students will fill in a KWL chart, which tracks what a student knows (K), wants to know (W), and has learned (L) about a topic http://www.studenthandouts.com/Assortment-01/Graphic-Organizers/KWL-Chart-Know-Want-to-Know-Learned-Instructions.html	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may describe and interpret the images separately; not making comparisons between works. Students may write or present orally (or in combination) their analysis of the images compared or critiqued.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may give a written process of the way they feel about their own identity. Students may create a digital portfolio of their work.
Critical Content:	<ul style="list-style-type: none"> • How art functions as an agent of social and political change 	
Key Skills:	<ul style="list-style-type: none"> • Discuss how artists challenge and/or alter cultural traditions and beliefs • Explain how art can be an agent of social and political change 	

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Critical Language:	Beliefs and Values, Compositions, Traditions, Culture, Relationships, Identity, Perspective, Complexity, Technology, Social and Political Commentary, Justify, Investigate, Debate, Analyze, Document, Research, Interpret, Context, Influence, Differentiate, Compare and Contrast, Historical Significance, Articulate, Discern, Paradigm, Expressive Features and Characteristics of Art, Composition, Technology, New media, Craftsmanship, Technical Ability, Cliché, Photojournalism. Illustrations, Design
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Learning Experience # 3

The teacher may provide a list of expressive features and characteristics including juxtaposition, appropriation, layering, etc. with definitions, so that students can analyze the elements in an artwork that communicates identity.

Generalization Connection(s):	Artists juxtapose and/or alter cultural traditions and beliefs through a variety of media. Artists use characteristics and expressive features of art to create a visual representation that reflects their identity. Composition can reflect the complexity of an artist’s cultural identity.
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Teacher Resources:	https://naea.digication.com/omg/Postmodern_Principles (<i>Postmodern Principles - In Search of 21st Century Art Education – Olivia Gude</i>) http://www.pbs.org/wnet/americanmasters/episodes/annie-leibovitz/photo-gallery/19/ (Information and Work by Annie Leibovitz) http://www.art21.org/artists/sally-mann (Information and Work by Sally Mann) http://www.art21.org/artists/catherine-opie (Information and Work by Catherine Opie) http://www.pbs.org/art21/artists/tabaimo (Information and Work by Tabaimo) http://www.pbs.org/art21/artists/kerry-james-marshall (Information and Work by Kerry James Marshall) http://www.artonomy.co/2012/04/18/your-artists-sketchbook-10-tips-for-creativity/ (Tips for a sketchbook)
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Student Resources:	List of expressive features and characteristics of art specifically pertinent to the Media Arts.
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Assessment:	Students will choose an artwork by one of the artists discussed and observe, interpret and reflect on the elements within that work that communicate identity. Student will present observations in small groups or to the class.
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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in small groups or pairs.	N/A

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may research and define their own list of characteristics and features in art.	A PowerPoint or other visual presentation with definitions of terms and visual examples

Critical Content:	<ul style="list-style-type: none"> How to use characteristics and expressive features of art in new media and technology How art functions as an agent of social and political change
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Key Skills:	<ul style="list-style-type: none"> Discuss how artists challenge and/or alter cultural traditions and beliefs Explain how art can be an agent of social and political change
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Critical Language:	Compositions, Traditions, Culture, Relationships, Identity, Perspective, Complexity, Technology, Social and Political Commentary,
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Colorado Teacher-Authored Sample Instructional Unit

	Justify, Analyze, Document, Research, Interpret, Context, Influence, Differentiate, Compare and Contrast, Historical Significance, Articulate, Discern, Paradigm, Expressive Features and Characteristics of Art, Composition, New media, Technical Ability, Cliché, Illustrations, Design
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Learning Experience # 4		
The teacher may provide examples of concept maps and graphic organizers so that students can identify elements of their own personal and cultural identity and consider what media/materials to use to represent those elements visually.		
Generalization Connection(s):	<p>Artists draw from their personal values, cultures, and traditions to create works of art that reflect their individual and cultural identity.</p> <p>Artists juxtapose and/or alter cultural traditions and beliefs through a variety of media.</p> <p>Artists use characteristics and expressive features of art to create a visual representation that reflects their identity.</p> <p>Composition can reflect the complexity of an artist’s cultural identity.</p>	
Teacher Resources:	<p>https://www.eduplace.com/graphicorganizer/</p> <p>http://www.pbs.org/wnet/finding-your-roots/for-educators/tradition-identity-lesson-plan/</p> <p>http://www.otis.edu/library/concept-mapping</p> <p>http://www.inspiration.com/visual-learning/concept-mapping</p>	
Student Resources:	Blank concept map or graphic organizer, sketchbook/journal	
Assessment:	Students will collect a variety of personal items that represent their role in consumerism. These items will later be used as subject matter in their observational still life “self-portrait” drawing.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use a concept map template created by the teacher to organize their own ideas.	Students will create a concept map that links elements of their own personal and cultural identity to icons/objects that symbolize these traditions and experiences.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use multiple media to create their concept map including 3-D media.	Students will create a concept map that links elements of their own personal and cultural identity to icons/objects that symbolize these traditions and experiences.
Critical Content:	<ul style="list-style-type: none"> • How to use characteristics and expressive features of art in new media and technology • Techniques to create complex and meaningful compositions in a variety of media, i.e. Media Arts - Digital Arts, Photography, Computer, Graphic design, Film, YouTube, Video 	
Key Skills:	<ul style="list-style-type: none"> • Use characteristics and expressive features of art to create a visual representation that reflects identity • Create art that reflects the complexity of their own cultural identity 	
Critical Language:	Beliefs and Values, Compositions, Traditions, Culture, Relationships, Identity, Perspective, Complexity, Technology, Social and Political Commentary, Justify, Investigate, Debate, Analyze, Document, Research, Interpret, Context, Influence, Differentiate,	

Colorado Teacher-Authored Sample Instructional Unit

	Compare and Contrast, Historical Significance, Articulate, Discern, Paradigm, Expressive Features and Characteristics of Art, Composition, Technology, New media, Craftsmanship, Technical Ability, Cliché, Photojournalism. Illustrations, Design
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Learning Experience # 5

The teacher may provide instruction on an area in the digital arts, so that students can acquire basic techniques and proficiency through a study (medium of choice) that reflects their identity.

Generalization Connection(s):	Artists draw from their personal values, cultures, and traditions to create works of art that reflect their individual and cultural identity.	
Teacher Resources:	http://www.digitalcameraworld.com/2012/04/12/10-rules-of-photo-composition-and-why-they-work/ http://www.photoshoplab.com/Photoshop-Tool-Basics.html (Basic tools in Photoshop) http://windows.microsoft.com/en-US/windows-vista/Getting-started-with-Windows-Movie-Maker (Movie Maker basics)	
Student Resources:	Adobe Photoshop or Illustrator Movie Maker or iMovie ArtRage Program https://www.youtube.com/ (Web based space to post Videos)	
Assessment:	Students will create an artifact that demonstrates their working knowledge of the digital media demonstrated.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Artifact can be a study using the technology, a question and answer form filled out by the student, or a sketchbook entry.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may upload final projects to YouTube or develop a website that highlights their project.
Critical Content:	<ul style="list-style-type: none"> • Students may show how technology and new media can expand or show personal voice. • Students can use techniques to create complex and meaningful compositions in a variety of media (e.g., Media Arts- Digital Arts, Photography, Computer, Graphic Design, Film, YouTube, and Video). 	
Key Skills:	<ul style="list-style-type: none"> • Create art that reflects complexity of an artist’s cultural identity • Use characteristics and expressive features of art to create a visual representation that reflects identity 	
Critical Language:	Beliefs and Values, Compositions, Traditions, Culture, Relationships, Identity, Perspective, Complexity, Technology, Social and Political Commentary, Justify, Investigate, Debate, Analyze, Document, Research, Interpret, Context, Influence, Differentiate, Compare and Contrast, Historical Significance, Articulate, Discern, Paradigm, Expressive Features and Characteristics of Art, Composition, Technology, New media, Craftsmanship, Technical Ability, Cliché, Photojournalism. Illustrations, Design	

Learning Experience # 6

Colorado Teacher-Authored Sample Instructional Unit

<p>The teacher may review the stages of the creative process including brainstorming, planning, sketching, etc. so that students can fully develop the content of their artwork.</p>		
Generalization Connection(s):	Artists use characteristics and expressive feature of art to create a visual representation that reflects their identity (Making).	
Teacher Resources:	http://www.digitalcameraworld.com/2012/04/12/10-rules-of-photo-composition-and-why-they-work/ http://www.photoshoplab.com/Photoshop-Tool-Basics.html (Basic tools in Photoshop) http://windows.microsoft.com/en-US/windows-vista/Getting-started-with-Windows-Movie-Maker (Movie Maker basics)	
Student Resources:	<i>Adobe Photoshop or Illustrator</i> <i>Movie Maker or iMovie</i> <i>ArtRage Program</i> https://www.youtube.com/ (Web based space to post Videos)	
Assessment:	Student will develop a sketchbook or journal entries that show evidence of the creative process including planning, brainstorming, research, sketch or storyboard (media depending) and shows their final project proposal.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may present orally or through images.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may upload evidence of their creative process on a website or blog.
Critical Content:	<ul style="list-style-type: none"> • Students may show how technology and new media can expand or show personal voice. • Students can use techniques to create complex and meaningful compositions in a variety of media (e.g., Media Arts- Digital Arts, Photography, Computer, Graphic Design, Film, YouTube, and Video). 	
Key Skills:	<ul style="list-style-type: none"> • Use characteristics and expressive features of art to create a visual representation that reflects identity • Create art that reflects the complexity of their own cultural identity 	
Critical Language:	Beliefs and Values, Compositions, Traditions, Culture, Relationships, Identity, Perspective, Complexity, Technology, Social and Political Commentary, Justify, Investigate, Debate, Analyze, Document, Research, Interpret, Context, Influence, Differentiate, Compare and Contrast, Historical Significance, Articulate, Discern, Paradigm, Expressive Features and Characteristics of Art, Composition, Technology, New media, Craftsmanship, Technical Ability, Cliché, Photojournalism. Illustrations, Design	