

# Seymour Public Schools Curriculum

## Digital Photography Curriculum Unit #1 Introduction to Digital Photography

What is Photography? What is Digital Photography? How does one determine a photograph to be a work of art? How does an artist work to create a fine art photograph? How does photography contribute to our daily lives, community and culture?

<b>Grade:</b> High School	<b>Subject:</b> <b>Digital Photography: Unit #1 Introduction to Digital Photography</b>
<b>National Standard for Visual Arts</b>	<b>VA:Cn10.1</b> Synthesize and relate knowledge and personal experiences to make art. <b>VA:Cr2.1</b> Organize and develop artistic ideas and work.
<b>Enduring Understanding</b>	Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Artist and designers experiment with forms, structure, materials, concepts, media and art-making approaches.
<b>Essential Questions</b>	How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art making? How do artist and designers determine whether a particular direction in their work is effective? How do artist and designers learn from trial and error?
<b>Content Standard:</b>	<b>VISUAL ARTS CONNECTING</b> Synthesize and relate knowledge and personal experiences to make art.  <b>VISUAL ARTS CREATING</b> Organize and develop artist ideas and work.

# Seymour Public Schools Curriculum

**Performance  
Expectations  
(Student  
outcomes)**

**VA: Cn10.1.HSI Proficient**

Document the process of developing ideas from early stages to fully elaborated ideas.

**VA: Cn10.1.HSII Accomplished**

Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.

**VA: Cn10.1.HSIII Advanced**

Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

**VA: Cr2.1.HSI Proficient**

Engage in making a work of art or design without having a preconceived plan.

**VA: Cr2.1.HSII Accomplished**

Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

**VA: Cr2.1.HSIII Advanced**

Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, and concept.

# Seymour Public Schools Curriculum

<b>Strategies/Modes (examples)</b>	<b>Materials/Resources (examples)</b>	<b>Assessments (examples)</b>
History of Digital Photography Elements of Art Principles of Design Compositions Camera Functions	Digital Camera Elements and Principles Computer Technology	Department Rubric/ Finished Work Critique

# Seymour Public Schools Curriculum

## Digital Photography Curriculum Unit #2 Exposure

What is proper exposure to a photograph? What are some techniques used in creating proper exposure or editing exposure to a photograph? How can lighting support or detract from a photograph? How does a photographer determine the correct exposure and can the criteria vary from one photograph to another? How does one evaluate a photograph to be a work of fine art?

<b>Grade:</b> <b>High School</b>	<b>Subject:</b> <b>Digital Photography: Unit #2 Exposure</b>
<b>National Standard for Visual Arts</b>	<b>VA:Cr2.1</b> Organize and develop artistic ideas and work. <b>VA:Re9.1</b> Apply Criteria to evaluate artistic work.
<b>Enduring Understanding</b>	Artist and designers experiment with forms, structure, materials, concepts, media and art-making approaches. People evaluate art based on various criteria.
<b>Essential Questions</b>	How do artist and designers determine whether a particular direction in their work is effective? How do artist and designers learn from trial and error? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from and evaluation?

# Seymour Public Schools Curriculum

<b>Content Standard:</b>	<b>VISUAL ARTS CREATING</b> Organize and develop artist ideas and work. <b>VISUAL ARTS RESPONDING</b> Apply criteria to evaluate artistic work.
<b>Performance Expectations (Student outcomes)</b>	<b>VA: Cr2.1HSI Proficient</b> Engage in making a work of art or design without having a preconceived plan. <b>VA: Cr2.1HSII Accomplished</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. <b>VA: Cr2.1HSIII Advanced</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, and concept. <b>VA:Re9.1.HSI Proficient</b> Establish relevant criteria in order to evaluate a work of art or collection of works. <b>VA:Re9.1.HSII Accomplished</b> Determine the relevance of criteria used by others to evaluate a work of art or collection of works. <b>VA:Re9.1.HSIII Advanced</b>

Digital Photography

# Seymour Public Schools Curriculum

	Construct evaluations of a work of art or collection of works based on differing set of criteria.	
<b>Strategies/Modes (examples)</b>  Exposure Lighting Dramatic Lighting Still Life Photography Flash Shutter Speed	<b>Materials/Resources (examples)</b>  Digital Camera Computer Technology	<b>Assessments (examples)</b>  Department Rubric/ Finished Work Critique

# Seymour Public Schools Curriculum

## Digital Photography Curriculum Unit #3 Basic Editing

What are some tools and techniques that can be used to enhance a photograph? How does reflecting, revising and refining a work of art improve the art making process?

<b>Grade:</b> <b>High School</b>	<b>Subject:</b> <b>Digital Photography: Unit #3 Basic Editing</b>
<b>National Standard for Visual Arts</b>	<b>VA:Cr2.1</b> Organize and develop artistic ideas and work. <b>VA: Cr3.1</b> Refine and complete artistic work. <b>VA:Re9.1</b> Apply criteria to evaluate artistic work.
<b>Enduring Understanding</b>	Artist and designers experiment with forms, structure, materials, concepts, media and art-making approaches. Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. People evaluate art based on various criteria.
<b>Essential Questions</b>	How do artist and designers determine whether a particular direction in their work is effective? How do artist and designers learn from trial and error? What role does persistence play in revising, refining, and developing work? How do artist grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from and evaluation?

# Seymour Public Schools Curriculum

<b>Content Standard:</b>	<b>VISUAL ARTS CREATING</b> Organize and develop artist ideas and work. Refine and complete artistic work. <b>VISUAL ARTS RESPONDING</b> Apply criteria to evaluate artistic work.
<b>Performance Expectations (Student outcomes)</b>	<b>VA: Cr2.1HSI Proficient</b> Engage in making a work of art or design without having a preconceived plan. <b>VA: Cr2.1HSII Accomplished</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. <b>VA: Cr2.1HSIII Advanced</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, and concept.  <b>VA: Cr3.1HSI Proficient</b> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. <b>VA: Cr3.1HSII Accomplished</b>

Digital Photography



# Seymour Public Schools Curriculum

	<p>Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p><b>VA: Cr3.1.HSIII Advanced</b></p> <p>Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p><b>VA:Re9.1.HSI Proficient</b></p> <p>Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><b>VA:Re9.1.HSII Accomplished</b></p> <p>Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p><b>VA:Re9.1.HSIII Advanced</b></p> <p>Construct evaluations of a work of art or collection of works based on differing set of criteria.</p>	
<p><b>Strategies/Modes (examples)</b></p> <p>LightRoom/Photoshop Tools; cropping, color correction layers, selection, blur, filters, etc.</p>	<p><b>Materials/Resources (examples)</b></p> <p>Digital Camera Computer Technology</p>	<p><b>Assessments (examples)</b></p> <p>Department Rubric/ Finished Work Critique</p>

# Seymour Public Schools Curriculum

## Digital Photography Curriculum Unit #4 Advance Camera Operations

How can an artist use focus and depth of field to support their work of art? How can an artist improve their work by reflecting, revising and refining their work?

<b>Grade:</b> High School	<b>Subject:</b> <b>Digital Photography: Unit #4 Advance Camera Operations</b>
<b>National Standard for Visual Arts</b>	<b>VA:Cr2.1</b> Organize and develop artistic ideas and work. <b>VA: Cr3.1</b> Refine and complete artistic work. <b>VA:Re9.1</b> Apply criteria to evaluate artistic work.
<b>Enduring Understanding</b>	Artist and designers experiment with forms, structure, materials, concepts, media and art-making approaches. Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. People evaluate art based on various criteria.
<b>Essential Questions</b>	How do artist and designers determine whether a particular direction in their work is effective? How do artist and designers learn from trial and error? What role does persistence play in revising, refining, and developing work? How do artist grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from and evaluation?

# Seymour Public Schools Curriculum

<b>Content Standard:</b>	<b>VISUAL ARTS CREATING</b> Organize and develop artist ideas and work. Refine and complete artistic work. <b>VISUAL ARTS RESPONDING</b> Apply criteria to evaluate artistic work.
<b>Performance Expectations (Student outcomes)</b>	<b>VA: Cr2.1HSI Proficient</b> Engage in making a work of art or design without having a preconceived plan. <b>VA: Cr2.1HSII Accomplished</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. <b>VA: Cr2.1HSIII Advanced</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, and concept. <b>VA: Cr3.1HSI Proficient</b> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. <b>VA: Cr3.1HSII Accomplished</b>

Digital Photography

# Seymour Public Schools Curriculum

	<p>Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p><b>VA: Cr3.1HSIII Advanced</b></p> <p>Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p><b>VA:Re9.1.HSI Proficient</b></p> <p>Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><b>VA:Re9.1.HSII Accomplished</b></p> <p>Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p><b>VA:Re9.1.HSIII Advanced</b></p> <p>Construct evaluations of a work of art or collection of works based on differing set of criteria.</p>	
<p><b>Strategies/Modes (examples)</b></p> <p>Aperture - FStop ISO Shutter Speed Depth of Field Focus</p>	<p><b>Materials/Resources (examples)</b></p> <p>Digital Camera Computer Technology</p>	<p><b>Assessments (examples)</b></p> <p>Department Rubric/ Finished Work Critique</p>

# Seymour Public Schools Curriculum

## Digital Photography Curriculum Unit #5 Photography Subjects

What are some categories of subjects that photographers typically photograph? What about the subject captivates the audience? How does an artist approach a subject different than the point and shoot person taking photographs?

<b>Grade:</b> <b>High School</b>	<b>Subject:</b> <b>Digital Photography: Unit #5 Photography Subjects</b>
<b>National Standard for Visual Arts</b>	<b>VA:Cn10.1</b> Synthesize and relate knowledge and personal experiences to make art. <b>VA:Cr2.1</b> Organize and develop artistic ideas and work. <b>VA: Cr3.1</b> Refine and complete artistic work.
<b>Enduring Understanding</b>	<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>Artist and designers experiment with forms, structure, materials, concepts, media and art-making approaches.</p> <p>Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>
<b>Essential Questions</b>	<p>How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art making? How do artist and designers determine whether a particular direction in their work is effective? How do artist and designers learn from trial and error? How do artist and designers learn from trial and error? What role does persistence play in revising, refining, and developing work? How do artist grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>

# Seymour Public Schools Curriculum

<b>Content Standard:</b>	<p><b>VISUAL ARTS CONNECTING</b> Synthesize and relate knowledge and personal experiences to make art.</p> <p><b>VISUAL ARTS CREATING</b> Organize and develop artist ideas and work. Refine and complete artistic work.</p>
<b>Performance Expectations (Student outcomes)</b>	<p><b>VA: Cn10.1.HSI Proficient</b> Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p><b>VA: Cn10.1.HSII Accomplished</b> Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.</p> <p><b>VA: Cn10.1.HSIII Advanced</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p><b>VA: Cr2.1HSI Proficient</b> Engage in making a work of art or design without having a preconceived plan.</p> <p><b>VA: Cr2.1HSII Accomplished</b></p>

Digital Photography

# Seymour Public Schools Curriculum

	<p>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>VA: Cr2.1HSIII Advanced</b></p> <p>Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, and concept.</p> <p><b>VA: Cr3.1HSI Proficient</b></p> <p>Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p><b>VA: Cr3.1HSII Accomplished</b></p> <p>Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p><b>VA: Cr3.1HSIII Advanced</b></p> <p>Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	
<p><b>Strategies/Modes (examples)</b></p> <p>Portraits Landscapes Indoor Spaces Architecture Candid Photography</p>	<p><b>Materials/Resources (examples)</b></p> <p>Digital Camera Computer Technology</p>	<p><b>Assessments (examples)</b></p> <p>Department Rubric/ Finished Work Critique</p>

Digital Photography

# Seymour Public Schools Curriculum

## Digital Photography Curriculum Unit #6 Effective Communication

How does an artist effectively communicate through a photograph? How does the presentation or exhibition of a work of art determined and does it effect the communication of the work?

<b>Grade: High School</b>	<b>Subject: Digital Photography: Unit #6 Effective Communication</b>
<b>National Standard for Visual Arts</b>	<b>VA:Cr2.1</b> Organize and develop artistic ideas and work. <b>VA: Pr5.1</b> Develop and refine artistic technique and works for presentation. <b>VA:Re9.1</b> Apply criteria to evaluate artistic work.
<b>Enduring Understanding</b>	Artist and designers experiment with forms, structure, materials, concepts, media and art-making approaches. Artist, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. People evaluate art based on various criteria.
<b>Essential Questions</b>	How do artist and designers determine whether a particular direction in their work is effective? What criteria are considered when selecting work for presentation, a portfolio or a collection? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from and evaluation?



# Seymour Public Schools Curriculum

<b>Content Standard:</b>	<p><b>VISUAL ARTS CREATING</b> Organize and develop artist ideas and work.</p> <p><b>VISUAL ARTS PRESENTING</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>VISUAL ARTS RESPONDING</b> Apply criteria to evaluate artistic work.</p>
<b>Performance Expectations (Student outcomes)</b>	<p><b>VA: Cr2.1HSI Proficient</b> Engage in making a work of art or design without having a preconceived plan.</p> <p><b>VA: Cr2.1HSII Accomplished</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>VA: Cr2.1HSIII Advanced</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, and concept.</p> <p><b>VA: Pr5.1HSI Proficient</b> Analyze and evaluate the reasons and ways an exhibition is presented.</p>

Digital Photography

# Seymour Public Schools Curriculum

	<p><b>VA: Pr5.1HSII Accomplished</b> Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p><b>VA: Pr5.1HSIII Advanced</b> Investigate, compare, and contrast methods for preserving and protecting art.</p> <p><b>VA:Re9.1.HSI Proficient</b> Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><b>VA:Re9.1.HSII Accomplished</b> Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p><b>VA:Re9.1.HSIII Advanced</b> Construct evaluations of a work of art or collection of works based on differing set of criteria.</p>	
<p><b>Strategies/Modes (examples)</b></p> <p>Photojournalism Cohesive body of work</p>	<p><b>Materials/Resources (examples)</b></p> <p>Digital Camera Computer Technology</p>	<p><b>Assessments (examples)</b></p> <p>Department Rubric/ Finished Work Critique</p>

# Seymour Public Schools Curriculum

## Digital Photography Curriculum Unit #7 Perspective

What role does perspective play on photography? How does an artist determine the effectiveness of a work? Can collaboration be an effective tool to determining effective criteria in the development and refinement of a work of art?

<b>Grade:</b> <b>High School</b>	<b>Subject:</b> <b>Digital Photography: Unit #7 Perspective</b>
<b>National Standard for Visual Arts</b>	<b>VA:Cr2.1</b> Organize and develop artistic ideas and work. <b>VA: Cr3.1</b> Refine and complete artistic work. <b>VA:Re9.1</b> Apply criteria to evaluate artistic work.
<b>Enduring Understanding</b>	Artist and designers experiment with forms, structure, materials, concepts, media and art-making approaches. Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. People evaluate art based on various criteria.
<b>Essential Questions</b>	How do artist and designers determine whether a particular direction in their work is effective? How do artist and designers learn from trial and error? What role does persistence play in revising, refining, and developing work? How do artist grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from and evaluation?

# Seymour Public Schools Curriculum

<b>Content Standard:</b>	<b>VISUAL ARTS CREATING</b> Organize and develop artist ideas and work. Refine and complete artistic work. <b>VISUAL ARTS RESPONDING</b> Apply criteria to evaluate artistic work.
<b>Performance Expectations (Student outcomes)</b>	<b>VA: Cr2.1HSI Proficient</b> Engage in making a work of art or design without having a preconceived plan. <b>VA: Cr2.1HSII Accomplished</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. <b>VA: Cr2.1HSIII Advanced</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, and concept. <b>VA: Cr3.1HSI Proficient</b> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. <b>VA: Cr3.1HSII Accomplished</b>

Digital Photography

# Seymour Public Schools Curriculum

	<p>Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p><b>VA: Cr3.1HSIII Advanced</b></p> <p>Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p><b>VA:Re9.1.HSI Proficient</b></p> <p>Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><b>VA:Re9.1.HSII Accomplished</b></p> <p>Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p><b>VA:Re9.1.HSIII Advanced</b></p> <p>Construct evaluations of a work of art or collection of works based on differing set of criteria.</p>	
<p><b>Strategies/Modes (examples)</b></p> <p>Forced Perspective Macro and Micro Perspective</p>	<p><b>Materials/Resources (examples)</b></p> <p>Digital Camera Computer Technology</p>	<p><b>Assessments (examples)</b></p> <p>Department Rubric/ Finished Work Critique</p>

# Seymour Public Schools Curriculum

## Digital Photography Curriculum Unit #8 Fine Art Photography

How do artist develop and refine artistic ideas and fine works of art? How does one determine if a work of art is effective? How does an artist determine the best supporting presentation for a work of art? How does photography contribute to our daily lives, community and culture?

<b>Grade: High School</b>	<b>Subject: Digital Photography: Unit #8 Fine Art Photography</b>
<b>National Standard for Visual Arts</b>	<p><b>VA:Cr2.1</b> Organize and develop artistic ideas and work.  <b>VA: Cr3.1</b> Refine and complete artistic work.  <b>VA: Pr5.1</b> Develop and refine artistic technique and works for presentation.  <b>VA:Re9.1</b> Apply criteria to evaluate artistic work.</p>
<b>Enduring Understanding</b>	<p>Artist and designers experiment with forms, structure, materials, concepts, media and art-making approaches. Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Artist, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. People evaluate art based on various criteria.</p>
<b>Essential Questions</b>	<p>How do artist and designers determine whether a particular direction in their work is effective? How do artist and designers determine whether a particular direction in their work is effective? What criteria are considered when selecting work for presentation, a portfolio or a collection? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from and evaluation?</p>

# Seymour Public Schools Curriculum

<b>Content Standard:</b>	<p><b>VISUAL ARTS CREATING</b> Organize and develop artist ideas and work. Refine and complete artistic work.</p> <p><b>VISUAL ARTS PRESENTING</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>VISUAL ARTS RESPONDING</b> Apply criteria to evaluate artistic work.</p>
<b>Performance Expectations (Student outcomes)</b>	<p><b>VA: Cr2.1HSI Proficient</b> Engage in making a work of art or design without having a preconceived plan.</p> <p><b>VA: Cr2.1HSII Accomplished</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>VA: Cr2.1HSIII Advanced</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, and concept.</p> <p><b>VA: Cr3.1HSI Proficient</b></p>

Digital Photography

# Seymour Public Schools Curriculum

Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

**VA: Cr3.1HSII Accomplished**

Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

**VA: Cr3.1HSIII Advanced**

Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision

**VA: Pr5.1HSI Proficient**

Analyze and evaluate the reasons and ways an exhibition is presented.

**VA: Pr5.1HSII Accomplished**

Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

**VA: Pr5.1HSIII Advanced**

Investigate, compare, and contrast methods for preserving and protecting art.

**VA:Re9.1.HSI Proficient**

Establish relevant criteria in order to evaluate a work of art or collection of works.

**VA:Re9.1.HSII Accomplished**

Determine the relevance of criteria used by others to evaluate a work of art or collection of works.



# Seymour Public Schools Curriculum

	<b>VA:Re9.1.HSIII Advanced</b> Construct evaluations of a work of art or collection of works based on differing set of criteria.	
<b>Strategies/Modes (examples)</b>  Cohesive body of effective works	<b>Materials/Resources (examples)</b>  Digital Camera Computer Technology	<b>Assessments (examples)</b>  Department Rubric/ Finished Work Critique