<table>
<thead>
<tr>
<th>Strand 1</th>
<th>Create (C)</th>
<th>How the Standard is Assessed</th>
<th>Time Spent on the Standard</th>
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<tr>
<td><strong>Applied Arts Standard</strong></td>
<td><strong>How the Standard is Addressed in this Program</strong></td>
<td><strong>How the Standard is Assessed</strong></td>
<td><strong>Time Spent on the Standard</strong></td>
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<tr>
<td><strong>C.1</strong> Engage in full iterative cycles of artistic/creative process by problem seeking, exploring, making analytical, application, aesthetic, and design choices, before completion.</td>
<td>During projects, students brainstorm ideas, determine the most important information, brainstorm solutions to possible problems, research information, apply new knowledge, design publications, revisit any needed steps, and complete project requirements. Students approach each project individually and/or in a group.</td>
<td>Formative and Summative Assessments 1) In-class projects 2) Technology application 3) Classroom participation</td>
<td>Ongoing throughout the year</td>
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<td><strong>C.2</strong> Develop an idea, question, or problem that is guided by the personal, historical, contemporary, cultural, environmental, and/or economic contexts of the visual, performing, or applied arts discipline.</td>
<td>Students are given guidelines for a project. From there, students create their own ideas for the project based on the stated guidelines. Their idea is guided by their personal aesthetic choice. Students consider the economic, cultural and/or environmental factors that play into their design choice. (e.g. For design projects, students must consider the theme and appropriate terminology for the invitation. In written assessments, students determine the economic factors of production costs.)</td>
<td>Formative and Summative Assessments 1) In-class projects 2) Technology application 3) Classroom participation</td>
<td>Ongoing throughout the year</td>
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<td><strong>C.3</strong> Understand, recognize and use the elements, organizational principles, patterns, relationships, techniques, skills, and applications of the visual, performing, or applied arts discipline.</td>
<td>The student, upon completing each project, is able to recognize the elements contained in their work and explain how the different ideas impact the work created. Students create repeated patterns and shift the pattern appropriately to fit the context. Students understand the importance of layout and spacing for aesthetic appeal.</td>
<td>Formative and Summative Assessments 1) In-class projects 2) Technology application 3) Classroom participation</td>
<td>Ongoing throughout the year</td>
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| **C.4** Use the best available and appropriate instruments, resources, tools, and technologies to facilitate critical decision-making, problem solving, editing, and the creation of solutions. | The students continuously solve problems and create solutions to problems using the appropriate computer programs and tools to complete assignments. Students are given assignments in class utilizing different computer programs and hands-on tools. Through this process the students learn which programs are best for certain applications and can make decisions based on experience. (e.g. Students produce work utilizing various techniques, computer programs and skills such as type layout, illustrations, photo manipulations, and compositing.) | **Formative and Summative Assessments**  
1) In-class projects  
2) Technology application  
3) Classroom participation  

**Students demonstrate proficiency by:**  
1) In-class projects using Adobe Photoshop CS6 | **Ongoing throughout the year** |
| **C.5** Reflect on and articulate the steps and various relationships of the artistic/creative process. | Students are given parameters for their projects. Students get approval of their rough draft from their instructor. Upon approval, the students begin working on their creation using computer software. Students enhance their rough draft and artistically refine their project as they proceed through the creation process. | **Formative and Summative Assessments**  
1) In-class projects  
2) Technology application  
3) Classroom participation  

**Students demonstrate proficiency by:**  
1) In-class projects using Adobe Photoshop CS6  
2) using Weebly ePortfolio web software  
3) Moodle | **Ongoing throughout the year.** |
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<tr>
<th>Strand 2</th>
<th>Perform/Present (P)</th>
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<tbody>
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<td><strong>P.1</strong> Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual, performing, or applied arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.</td>
<td>Students apply their skills with the use of computers, elements and principles of design to a multitude of areas, all of which open doors of opportunity for their future. Through critical and artistic thinking, students make life meaningful by expressing their ideas through their work. They also gain a greater understanding of their ideas and thoughts on a variety of situations by translating abstract ideas into a concrete form. The beauty and balance students bring to projects improves the quality of daily life for the users of their projects.</td>
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<td><strong>P.2</strong> Demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies of the visual, performing, or applied arts discipline.</td>
<td>Students demonstrate the skilful use of multiple tools, instruments, and technologies throughout the course. Students are expected to use software programs in conjunction with using cross-platforming techniques. Students are expected to use appropriate terminology when working with tools and applications.</td>
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| **P.3** Describe and consider relationships among the intent of the student/artist, the results of the artistic/creative process, and a variety of potential audiences or users. | Students create work that fits both their personal needs as well as target market perspectives. Students identify characteristics that would appeal to different audiences. (e.g. Students create bright, big colors and shapes for a younger audience as compared to a more sophisticated design for an older audience.) | Formative and Summative Assessments  
1) In-class projects  
2) Technology application  
3) Classroom participation  
Students demonstrate proficiency by:  
1) In-class projects using Adobe Photoshop CS6  
2) using Weebly ePortfolio web software | Ongoing throughout the year |
| --- | --- | --- | --- |
| **P.4** Perform, present, exhibit, publish, or demonstrate the results of the artistic/creative process for an audience. | Students compete against schools in the ESC Regional Competition. Using Weebly web page design tool, students gather, develop, organize and, communicate their marketing works. | Formative and Summative Assessments  
1) In-class projects  
2) Technology application  
3) Classroom participation  
Students demonstrate proficiency by:  
1) In-class projects using Adobe Photoshop CS6  
2) using Weebly ePortfolio web software  
3) students enter their ePortfolio in the West Shore ESC Regional Competition | Ongoing throughout the year |
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<thead>
<tr>
<th>Strand 3</th>
<th>Respond (R)</th>
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<td><strong>R.1</strong> Observe, describe, reflect, analyze, and interpret works of the visual, performing, or applied arts.</td>
<td>Students use peer as well as instructor assessment prior to submitting their work for credit. Students are asked to reflect on and compare their project design to the design of others.</td>
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**Formative and Summative Assessments**
1)Class projects
2)Technology application
3) Classroom participation
4) Peer and instructor assessments

**Ongoing throughout the year**

| **R.2** Identify, describe, and analyze connections across the visual, performing, and applied arts disciplines, and other academic disciplines. | Students are expected to use English language arts skills to create business ads with appropriate language and spelling. Students make connections to mathematics to properly place images on a page, to read information from charts, tables, and graphs. Students perform one-step and multi-step arithmetic operations. Students are expected to measure using appropriate units and apply calculations as necessary to complete a project. Students use Microsoft Excel to create and maintain an inventory database. |

**Formative and Summative Assessments**
1)In-class projects
2)Technology application
3) Classroom participation

**Students demonstrate proficiency by:**
1)In-class projects using Adobe Photoshop CS6
2) using Weebly ePortfolio web software
3)Excel spreadsheet

**Math, English, VPAA, and Online skills are incorporated throughout all curriculum standards**

| **R.3** Describe, analyze, and understand the visual, performing, or applied arts in historical, contemporary, social, cultural, environmental, and/or economic contexts. | Through the use of complex projects, students often make meaningful connections to contemporary, social, and cultural ideas. Being environmentally and economically conscience, students recognize the importance of decision making as it relates to successful business planning. |

**Formative and Summative Assessments**
1)In-class projects
2)Technology application
3) Classroom participation

**Students demonstrate proficiency by:**
1)In-class projects using Adobe Photoshop
2) Time-line project,
3) Proper work ethics

**Ongoing throughout the year**
| **R.4** Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/creative process. | Using student’s own experiences as well as researching successful and failing businesses, students are able to analyze, evaluate and create the necessary marketing strategies. Units of study allow students to demonstrate, through hands-on projects, their understanding of the core functions of marketing. | **Formative and Summative Assessments**
1) In-class projects
2) Technology application
3) Classroom participation

Students demonstrate proficiency by:
1) In-class projects using Adobe Photoshop CS6
2) using Weebly ePortfolio web software | **Ongoing throughout the year** |