

Curriculum for Grades 9 to 12

Aligned to Florida’s Next Generation Sunshine State Standards for Visual Art (VA.912)

This curriculum organizes the high school visual arts program around five Big Ideas drawn from the state standards. Each Big Idea holds a set of Enduring Understandings, and each Enduring Understanding is taught and assessed through a Signature Project. The projects are studio-based and built to grow in ambition and independence from ninth through twelfth grade, so a student meets the same core idea across four years, each time with higher stakes, greater autonomy, and work that moves steadily toward a professional portfolio.

How to read this curriculum

Big Idea. the broad domain of learning (for example, Critical Thinking and Reflection).

Enduring Understanding. the lasting insight students carry beyond the classroom.

Benchmark. the specific, state-defined skill, listed by its official code.

Signature Project. the studio project that teaches and assesses the benchmarks, with a distinct expectation for each grade level.

BIG IDEA 1

Critical Thinking and Reflection

ENDURING UNDERSTANDING 1

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.3	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. <i>e.g., symbolism, spatial relationship</i>
VA.912.C.1.5	Analyze how visual information is developed in specific media to create a recorded visual image. <i>e.g., four-dimensional media, motion or multi-media</i>

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.C.1.6	Identify rationale for aesthetic choices in recording visual media. <i>e.g., two-, three-, and four-dimensional media, motion or multi-media</i>
VA.912.C.1.7	Analyze challenges and identify solutions for three-dimensional structural problems.
VA.912.C.1.8	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.

SIGNATURE PROJECT

Create Your Sculpture

Targets VA.912.C.1.1 to C.1.8

How students get there. Students build a sculpture from recycled materials that represents something they have lived, experienced, once seen, or would like to know. When it is finished, they present it to raise awareness of how, through its point of view, an insect, a fruit, an animal, or a person carries that personal experience.

Grade differentiation

Grade 9 An insect

Grade 10 A fruit

Grade 11 An animal

Grade 12 A person

ENDURING UNDERSTANDING 2

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.5	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7	Assess the challenges and outcomes associated with the media used in a variety of one's own works.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.

SIGNATURE PROJECT

The Critique Panel

Targets VA.912.C.2.1 to C.2.8

How students get there. Students develop a rubric of professional criteria, then assess their own and their peers' work in a formal seated critique, defending their decisions and revising based only on the feedback that survives scrutiny.

Grade differentiation

- Grade 9** Self-assess one finished piece against a given rubric
- Grade 10** Critique a peer's work using shared criteria
- Grade 11** Sit on a rotating critique panel and justify each judgment
- Grade 12** Lead a full critique session and revise a portfolio piece based on the panel's consensus

ENDURING UNDERSTANDING 3

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. <i>e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning</i>
VA.912.C.3.2	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
VA.912.C.3.4	Use analytical skills to examine issues in non-visual art contexts. <i>e.g., review objective facts; suspend judgment; see the parts, visualize the finished product</i>
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.C.3.6	Discuss how the aesthetics of artwork and utilitarian objects have changed over time. <i>e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art</i>

SIGNATURE PROJECT

Read the Image

Targets VA.912.C.3.1 to C.3.6

How students get there. Students decode how images persuade by analyzing the structural choices behind advertising, propaganda, and media, then turn that same analytical eye on an image of their own making.

Grade differentiation

Grade 9 Analyze how one advertisement uses visual elements to persuade

Grade 10 Compare the persuasive strategies of two images from different eras

Grade 11 Deconstruct a piece of visual propaganda and explain its methods

Grade 12 Design a persuasive campaign image, defend every visual decision, and critique its ethics

BIG IDEA 2

Skills, Techniques, and Processes

ENDURING UNDERSTANDING 1

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.2	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.3	Interpret and reflect on cultural and historical events to create art. <i>e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history</i>
VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. <i>e.g., snapshot vs. photograph, drawing vs. digital mark-making</i>
VA.912.S.1.6	Describe processes and techniques used to record visual imagery. <i>e.g., drawing, sculpting, digital multi-media</i>
VA.912.S.1.7	Manipulate lighting effects, using various media to create desired results. <i>e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed</i>
VA.912.S.1.8	Use technology to simulate art-making processes and techniques. <i>e.g., drawing subtleties, watercolor painting techniques</i>
VA.912.S.1.9	Use diverse media and techniques to create paintings that represent various genres and schools of painting. <i>e.g., wet media, technology</i>

SIGNATURE PROJECT

The Media Lab

Targets VA.912.S.1.1 to S.1.9

How students get there. Students work through a rotation of media and techniques, pulling ideas from cultural, historical, and artistic references, and document in a working journal how each material expands what they are able to say.

Grade differentiation

- Grade 9** Explore three unfamiliar media and choose one to develop
- Grade 10** Combine two media into a single work driven by an outside reference
- Grade 11** Design a personal series that pushes one chosen medium to its limits
- Grade 12** Build a cohesive body of work that moves fluently between media with clear intent

ENDURING UNDERSTANDING 2

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.
VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.3	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution. <i>e.g., structural elements of art, organizational principles of design, breadth</i>

SIGNATURE PROJECT

Master the Process

Targets VA.912.S.2.1 to S.2.6

How students get there. Students take on a technically demanding process that only succeeds through disciplined sequencing, such as printmaking, ceramics, or layered painting, documenting the workflow precisely enough that another artist could repeat it.

Grade differentiation

- Grade 9** Complete a guided multi-step process with a checklist
- Grade 10** Sequence a five-step process they plan themselves
- Grade 11** Run a complex process and troubleshoot failures without starting over
- Grade 12** Design an original process, document it as a repeatable protocol, and teach it to a peer

ENDURING UNDERSTANDING 3

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
VA.912.S.3.2	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. <i>e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</i>
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. <i>e.g., plagiarism, appropriation from the Internet and other sources</i>
VA.912.S.3.5	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process. <i>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</i>
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. <i>e.g., media: ceramics, glass, wet, dry, digital</i>
VA.912.S.3.9	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms. <i>e.g., enameling, fiber or metal construction, ceramics</i>
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. <i>e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</i>
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. <i>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</i>
VA.912.S.3.13	Create three-dimensional modeled and rendered objects in figurative and nonfigurative digital applications.

SIGNATURE PROJECT

From Study to Mastery

Targets VA.912.S.3.1 to S.3.13

How students get there. Students commit to one skill and pursue it through repeated, deliberate practice, from first studies to a refined final piece, keeping every stage so the growth in craftsmanship is visible. Safe studio and tool practice is part of the work.

Grade differentiation

Grade 9 Take one traditional skill from study to a finished piece

Grade 10 Refine a skill across several iterations and reflect on each

Grade 11 Combine a traditional and a digital technique with control

Grade 12 Demonstrate mastery of a self-chosen skill, including a digital or three-dimensional application, in a portfolio-ready work

BIG IDEA 3

Organizational Structure

ENDURING UNDERSTANDING 1

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.

SIGNATURE PROJECT

Command the Composition

Targets VA.912.O.1.1 to O.1.5

How students get there. Students design compositions in which every structural choice serves unity and intent, then test on viewers whether the eye moves and reads exactly as planned.

Grade differentiation

- Grade 9** Build unity with a limited set of elements and principles
- Grade 10** Direct the viewer's eye along an intended path
- Grade 11** Unify a complex, multi-element composition
- Grade 12** Compose a demanding work where structure itself carries the meaning, verified by viewer feedback

ENDURING UNDERSTANDING 2

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.2.3	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.

SIGNATURE PROJECT

Master It, Then Break It

Targets VA.912.O.2.1 to O.2.4

How students get there. Students first prove they can follow an artistic convention correctly, then deliberately break it to create new meaning, explaining exactly why the break works.

Grade differentiation

- Grade 9** Follow one convention correctly, then bend it slightly
- Grade 10** Subvert a convention to change a work's message
- Grade 11** Build a piece whose meaning depends on breaking a rule
- Grade 12** Develop a personal visual language that departs from convention on purpose

ENDURING UNDERSTANDING 3

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.

SIGNATURE PROJECT

The Series With Something to Say

Targets VA.912.O.3.1 to O.3.2

How students get there. Students create a connected series that takes a clear position on a personal opinion or a current issue, using the unique language of their chosen form to carry the argument across several works.

Grade differentiation

Grade 9 A pair of works on one theme

Grade 10 A three-piece series with a consistent visual voice

Grade 11 A series that argues a clear position on an issue

Grade 12 A gallery-ready series with a written statement and a public audience in mind

BIG IDEA 4

Historical and Global Connections

ENDURING UNDERSTANDING 1

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.H.1.1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.3	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.4	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.6	Create a timeline for the development of artists' materials to show multiple influences on the use of art media. <i>e.g., economic, political, cultural, religious</i>

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.H.1.7	Research and report technological developments to identify influences on society. <i>e.g., Camera Obscura, digital media</i>
VA.912.H.1.8	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. <i>e.g., patronage, authority, iconography, gender, semiotics, deconstruction</i>
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.1.10	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment. <i>e.g., belief system, ecology, environment, current visual culture, economy</i>

SIGNATURE PROJECT

Through Another's Eyes

Targets VA.912.H.1.1 to H.1.10

How students get there. Students research a culture and time different from their own, from its beliefs to its daily life, then create work that honors that world and present it in a gallery setting with the etiquette a real exhibition demands.

Grade differentiation

- Grade 9** Analyze and respond to one artwork from another culture
- Grade 10** Reflect a culture's daily life in a personal piece
- Grade 11** Compare two cultures and let the contrast shape a work
- Grade 12** Curate and exhibit a researched, culturally grounded body of work with wall texts

ENDURING UNDERSTANDING 2

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.2.2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. <i>e.g., statuary</i>
VA.912.H.2.4	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. <i>e.g., patron, corporate collections</i>
VA.912.H.2.5	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.H.2.6	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design. <i>e.g., historical periods, cultures</i>

SIGNATURE PROJECT

Art as a Time Capsule

Targets VA.912.H.2.1 to H.2.6

How students get there. Students investigate how art records the era it comes from, then create work that documents a trend or event of their own moment the way a future historian would one day read it.

Grade differentiation

- Grade 9** Identify how a past trend produced a style
- Grade 10** Document one current trend in a single work
- Grade 11** Trace a trend from its origin into a personal piece
- Grade 12** Produce a body of work that captures the present moment as a deliberate record

ENDURING UNDERSTANDING 3

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.H.3.1	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues. <i>e.g., facts, ideas, solutions, brainstorming, field testing</i>
VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art. <i>e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</i>

SIGNATURE PROJECT

Art Meets the Other Fields

Targets VA.912.H.3.1 to H.3.3

How students get there. Students create work that draws on and gives back to another discipline, showing how the thinking and observation skills of art transfer to and from science, math, history, or literature.

Grade differentiation

- Grade 9** Connect a work to one other subject
- Grade 10** Build a piece around a concept borrowed from another field

- Grade 11** Solve a problem from another discipline through art
- Grade 12** Produce a cross-disciplinary work and articulate what each field contributed

BIG IDEA 5

Innovation, Technology, and the Future

ENDURING UNDERSTANDING 1

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
VA.912.F.1.4	Use technological tools to create art with varying effects and outcomes.
VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.

SIGNATURE PROJECT

Take the Creative Risk

Targets VA.912.F.1.1 to F.1.5

How students get there. Students study how artists innovate, then take a genuine creative risk of their own, using technology or a non-traditional approach, treating failure as information rather than defeat.

Grade differentiation

- Grade 9** Try one non-traditional material or method
- Grade 10** Fuse a traditional and a digital approach
- Grade 11** Produce an experimental, technology-driven work
- Grade 12** Pursue an original, risk-taking concept from proposal to finished piece

ENDURING UNDERSTANDING 2

Careers in and related to the arts significantly and positively impact local and global economies.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
VA.912.F.2.2	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. <i>e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design</i>
VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.
VA.912.F.2.4	Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors.
VA.912.F.2.5	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
VA.912.F.2.6	Research and discuss the potential of the visual arts to improve aesthetic living.
VA.912.F.2.7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.

SIGNATURE PROJECT

The Professional Artist

Targets VA.912.F.2.1 to F.2.8

How students get there. Students research real art careers and the economies around them, then build the tools a working artist needs, a portfolio, an artist statement, and a realistic plan to enter the field.

Grade differentiation

- Grade 9** Research and present one art career and its required skills
- Grade 10** Map an arts industry and the jobs that support it
- Grade 11** Draft an artist statement and a starter portfolio
- Grade 12** Assemble a professional portfolio, statement, and career pathway plan ready for review

ENDURING UNDERSTANDING 3

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.F.3.1	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. <i>e.g., presentation software, video, sound, open-access collaborative web applications</i>

BENCHMARK	WHAT STUDENTS LEARN TO DO
VA.912.F.3.2	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy. <i>e.g., information literacy; media</i>
VA.912.F.3.3	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.
VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. <i>e.g., punctuality, reliability, diligence, positive work ethic</i>
VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture. <i>e.g., visual, digital, and textual information</i>
VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.7	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.8	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective. <i>e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers</i>
VA.912.F.3.9	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.10	Apply rules of convention to create purposeful design. <i>e.g., exhibition guidelines, environmental concerns, required information, digital application</i>
VA.912.F.3.11	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

SIGNATURE PROJECT

The Studio Team

Targets VA.912.F.3.1 to F.3.12

How students get there. Students run a shared production the way a professional studio would, dividing roles, using digital tools, meeting a real deadline, and answering to a client, so the collaboration and project management are assessed alongside the artwork.

Grade differentiation

Grade 9 Collaborate in a pair with assigned roles

Grade 10 Work in a team on a shared deadline using a digital planning tool

Grade 11 Manage a team production with defined roles and a client brief

Grade 12 Direct a full studio project from brief to client presentation and self-assess the team's process

A note on differentiation and access. Every benchmark in the Florida standards also carries Access Points, alternate expectations for students with significant cognitive disabilities. Those are kept in the source standards file and can be folded into any Signature Project on request, so the same project can serve a full, inclusive classroom.