YearBook

Course Description:

The curriculum for this required course is developed from the National Core Visual Arts Standards. This is an elective course that may be taken multiple years, therefore offering introductory and advanced curriculum through differentiation. Students will work collaboratively to create our annual yearbook. This includes skills related to photography, photo editing, design, writing, and time management. Formative grades are determined by quizzes, worksheets, and (mostly) hands-on practice. Formative practice is most common at the beginning of the first trimester. Summative grades are based on projects such as photo assignments, labs, and yearbook layouts. The information in this course overview outlines what students should understand and be able to do by the end of the year.

Mastery Standards:

Mastery Standard 1: Generate and conceptualize artistic ideas and work
Use multiple approaches to begin creative endeavors. (VA:Cr1.1.Ia)

Mastery Standard 2: Organize and develop artistic ideas and work.
Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing. (VA:Cr2.1.8a)

Mastery Standard 3: Refine and complete artistic work
Engage on constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. (E VA:Cr2.3.lla)

Mastery Standard 4: Select, analyze, and interpret artistic work for presentation.
Analyze, select, and critique personal artwork for a collection or portfolio presentation. (VA:Pr4.1.IIa)

Unit	Description of Unit and Learning Targets
Unit Title: Basics of Photograph and Design Software Essential Questions: ● How do we use cameras and new media to tell a story?	Students will……. Learning Targets: ● Be able to identify different camera settings and use them accordingly in different environments. ● Be able to use Photoshop/Yearbook Avenue to edit photos and arrange photos in such a way that conveys the story they want to tell.
Unit Title: Interview Skills Essential Questions: ● How do the questions we ask impact/influence the stories we get?	Students will... Learning Targets: ● Be able to ask higher level thinking questions (using the Bloom's Taxonomy when appropriate) during interviews. ● Be able to draft a story, review it with a partner, and highlight missing information that they still need to get. ● Be able to schedule interviews using professional language and form.
Unit Title: Portfolio/Review Skills Essential Questions: ● How does looking at our work help us improve our work?	Students will... Learning Targets: ● Identify work (photos, stories, page designs, etc.) that they are proud of and fulfill artistic characteristics from prior units. ● Briefly write about why they chose the work they chose in a self-reflection that includes what they did well and what they would like to improve on. ● Share their work with their peers, give and receive feedback, and make improvements based on that feedback.