

Creative Photography 1 (#0108310) (2025)

Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression. [VA.912.C.1.1](#)

1 Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression. [VA.912.C.1.1](#)

Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. [VA.912.C.1.4](#)

2 Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. [VA.912.C.1.4](#)

Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective. [VA.912.C.2.1](#)

3 Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective. [VA.912.C.2.1](#)

Assess the challenges and outcomes associated with the media used in a variety of one's own works. [VA.912.C.2.7](#)

4 Assess the challenges and outcomes associated with the media used in a variety of one's own works. [VA.912.C.2.7](#)

Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. [VA.912.C.3.1](#)

5 Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. [VA.912.C.3.1](#)

Make connections between timelines in other content areas and timelines in the visual arts. [VA.912.C.3.5](#)

6 Make connections between timelines in other content areas and timelines in the visual arts. [VA.912.C.3.5](#)

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.1.3](#)

7 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.1.3](#)

Use technological tools to create art with varying effects and outcomes. [VA.912.F.1.4](#)

8 Use technological tools to create art with varying effects and outcomes. [VA.912.F.1.4](#)

Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and- demand, market location, and potential earnings. [VA.912.F.2.1](#)

9 Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and- demand, market location, and potential earnings. [VA.912.F.2.1](#)

Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. [VA.912.F.3.4](#)

10 Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. [VA.912.F.3.4](#)

Apply rules of convention to create purposeful design. [VA.912.F.3.10](#)

11 Apply rules of convention to create purposeful design. [VA.912.F.3.10](#)

Apply background knowledge and personal interpretation to discuss cross-cultural connections among

12 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.1.4](#)

various artworks and the individuals, groups, cultures, events, and/or traditions they reflect. [VA.912.H.1.4](#)

Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. [VA.912.H.1.8](#)

13 Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. [VA.912.H.1.8](#)

Describe the significance of major artists, architects, or masterworks to understand their historical influences. [VA.912.H.1.9](#)

14 Describe the significance of major artists, architects, or masterworks to understand their historical influences. [VA.912.H.1.9](#)

Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history. [VA.912.H.2.1](#)

15 Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history. [VA.912.H.2.1](#)

Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis. [VA.912.H.3.1](#)

16 Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis. [VA.912.H.3.1](#)

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.1.1](#)

17 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.1.1](#)

Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives. [VA.912.0.2.2](#)

18 Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives. [VA.912.0.2.2](#)

Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience. [VA.912.0.3.1](#)

19 Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience. [VA.912.0.3.1](#)

Investigate the use of technology and other resources to inspire art-making decisions. [VA.912.S.1.4](#): Demonstrate effective and accurate use of art vocabulary throughout the art-making process. [VA.912.S.1.6](#): Describe processes and techniques used to record visual imagery. [VA.912.S.1.2](#)

20 Investigate the use of technology and other resources to inspire art-making decisions. [VA.912.S.1.4](#): Demonstrate effective and accurate use of art vocabulary throughout the art-making process. [VA.912.S.1.6](#): Describe processes and techniques used to record visual imagery. [VA.912.S.1.2](#)

Focus on visual information and processes to complete the artistic concept. [VA.912.S.2.2](#)

21 Focus on visual information and processes to complete the artistic concept. [VA.912.S.2.2](#)

Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks. [VA.912.S.3.1](#)

22 Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks. [VA.912.S.3.1](#)

Review, discuss, and demonstrate the proper applications and safety procedures for

23 Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. [VA.912.S.3.3](#)

hazardous chemicals and equipment during the art-making process. [VA.912.S.3.3](#)

Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. [VA.912.S.3.4](#)

24 Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. [VA.912.S.3.4](#)

Use and maintain tools and equipment to facilitate the creative process. [VA.912.S.3.7](#)

25 Use and maintain tools and equipment to facilitate the creative process. [VA.912.S.3.7](#)

Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination. [VA.912.S.3.11](#)

26 Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination. [VA.912.S.3.11](#)

Actively participate in effortful learning both individually and collectively. [MA.K12.MTR.1.1](#)

Mathematicians who participate in effortful learning both individually and with others:

- 1 Analyze the problem in a way that makes sense given the task. [MA.K12.MTR.1.1.1](#)
 - 2 Ask questions that will help with solving the task. [MA.K12.MTR.1.1.2](#)
 - 3 Build perseverance by modifying methods as needed while solving a challenging task. [MA.K12.MTR.1.1.3](#)
 - 4 Stay engaged and maintain a positive mindset when working to solve tasks. [MA.K12.MTR.1.1.4](#)
 - 5 Help and support each other when attempting a new method or approach. [MA.K12.MTR.1.1.5](#)
-

Demonstrate understanding by representing problems in multiple ways. [MA.K12.MTR.2.1](#)

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- 1 Build understanding through modeling and using manipulatives. [MA.K12.MTR.2.1.1](#)
- 2 Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. [MA.K12.MTR.2.1.2](#)
- 3 Progress from modeling problems with objects and drawings to using algorithms and equations. [MA.K12.MTR.2.1.3](#)

- 4 Express connections between concepts and representations. [MA.K12.MTR.2.1.4](#)
 - 5 Choose a representation based on the given context or purpose. [MA.K12.MTR.2.1.5](#)
-

Complete tasks with mathematical fluency. [MA.K12.MTR.3.1](#)

Mathematicians who complete tasks with mathematical fluency:

- 1 Select efficient and appropriate methods for solving problems within the given context. [MA.K12.MTR.3.1.1](#)
 - 2 Maintain flexibility and accuracy while performing procedures and mental calculations. [MA.K12.MTR.3.1.2](#)
 - 3 Complete tasks accurately and with confidence. [MA.K12.MTR.3.1.3](#)
 - 4 Adapt procedures to apply them to a new context. [MA.K12.MTR.3.1.4](#)
 - 5 Use feedback to improve efficiency when performing calculations. [MA.K12.MTR.3.1.5](#)
-

Engage in discussions that reflect on the mathematical thinking of self and others. [MA.K12.MTR.4.1](#)

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: Communicate mathematical ideas, vocabulary and methods effectively.

- 1 Analyze the mathematical thinking of others. [MA.K12.MTR.4.1.1](#)
 - 2 Compare the efficiency of a method to those expressed by others. [MA.K12.MTR.4.1.2](#)
 - 3 Recognize errors and suggest how to correctly solve the task. [MA.K12.MTR.4.1.3](#)
 - 4 Justify results by explaining methods and processes. [MA.K12.MTR.4.1.4](#)
 - 5 Construct possible arguments based on evidence. [MA.K12.MTR.4.1.5](#)
-

Use patterns and structure to help understand and connect mathematical concepts. [MA.K12.MTR.5.1](#)

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- 1 Focus on relevant details within a problem. [MA.K12.MTR.5.1.1](#)
 - 2 Create plans and procedures to logically order events, steps or ideas to solve problems. [MA.K12.MTR.5.1.2](#)
 - 3 Decompose a complex problem into manageable parts. [MA.K12.MTR.5.1.3](#)
 - 4 Relate previously learned concepts to new concepts. [MA.K12.MTR.5.1.4](#)
 - 5 Look for similarities among problems. [MA.K12.MTR.5.1.5](#)
 - 6 Connect solutions of problems to more complicated large-scale situations. [MA.K12.MTR.5.1.6](#)
-

Assess the reasonableness of solutions. [MA.K12.MTR.6.1](#)

Mathematicians who assess the reasonableness of solutions: Estimate to discover possible solutions.

- 1 Use benchmark quantities to determine if a solution makes sense. [MA.K12.MTR.6.1.1](#)
- 2 Check calculations when solving problems. [MA.K12.MTR.6.1.2](#)
- 3 Verify possible solutions by explaining the methods used. [MA.K12.MTR.6.1.3](#)

4 Evaluate results based on the given context. [MA.K12.MTR.6.1.4](#)

Apply mathematics to real-world contexts. [MA.K12.MTR.7.1](#)

Mathematicians who apply mathematics to real-world contexts:

- 1 Connect mathematical concepts to everyday experiences. [MA.K12.MTR.7.1.1](#)
 - 2 Use models and methods to understand, represent and solve problems. [MA.K12.MTR.7.1.2](#)
 - 3 Perform investigations to gather data or determine if a method is appropriate. [MA.K12.MTR.7.1.3](#)
 - 4 Redesign models and methods to improve accuracy or efficiency. [MA.K12.MTR.7.1.4](#)
-

Cite evidence to explain and justify reasoning.

[ELA.K12.EE.1.1](#)

34 Cite evidence to explain and justify reasoning. [ELA.K12.EE.1.1](#)

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1](#)

35 Read and comprehend grade-level complex texts proficiently. [ELA.K12.EE.2.1](#)

Make inferences to support comprehension.

[ELA.K12.EE.3.1](#)

36 Make inferences to support comprehension. [ELA.K12.EE.3.1](#)

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. [ELA.K12.EE.4.1](#)

37 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. [ELA.K12.EE.4.1](#)

Use the accepted rules governing a specific format to create quality work. [ELA.K12.EE.5.1](#)

38 Use the accepted rules governing a specific format to create quality work. [ELA.K12.EE.5.1](#)

Use appropriate voice and tone when speaking or writing.

[ELA.K12.EE.6.1](#)

39 Use appropriate voice and tone when speaking or writing. [ELA.K12.EE.6.1](#)

English language learners communicate for social and instructional purposes

40 English language learners communicate for social and instructional purposes within the school setting. [ELD.K12.ELL.SI.1](#)

**within the school
setting.**

ELD.K12.ELL.SI.1