Graphic Design I

9-12, Fine & Performing Arts

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Scope and Sequence

- Unit 1: The Design Process
- Unit 2: Typography
- Unit 3: Client Products
- Unit 4: Illustrative Practices

Month	Unit	Activities/Assessments

September
MP 1
	Unit 1: The Design Process	• Welcome to Graphic Design 1 (Start of the Year)
		• Introduce/Explain Bi-weekly Homework Assignment - Graphic Design Based Briefs
		• The Design Process - How to create a successful graphic design piece from start to finish
		  ○ Step 1 - Define the Problem
		  ○ Step 2 - Learning/Research
		  ○ Step 3 - Generate Ideas

October
MP1
	Unit 1: The Design Process	• Bi-weekly Homework Assessment
		• Continuing the Design Process
		  ○ Step 4 - Art making Process
		  ○ Step 5 - Implementation
		• The Design Process Final Project - Compiling all steps into one Project

November MP 2	Unit 2: Typography	• Bi-weekly Homework Assessment • Introduction/Refresh Typography - Definition and Terms • Compositions with Letterforms • Editorial Design - Poem Writing
December MP 2	Unit 2: Typography	• Bi-weekly Homework Assessment • Editorial Design - Magazine Spreads • Final Typography Project - Type Manipulation (Illustrator) • Final Unit 2 Typography Test - Terms, Tools, and Methods taught throughout the Unit

January
MP 3
	Unit 3: Client Products	• Bi-weekly Homework Assessment
		• Introduction to Client Products Unit
		  ○ Working With Clients - Tips and Tricks
		• Working with Clients - Advertisement Projects
		  ○ How to Create a successful Advertisement

February MP 3	Unit 3: Client Products	● Bi-weekly Homework Assessment ● Working with Clients - Outside Party Client ● Introduction to Graphic Design Professions ● Products - Mockups and Die-lines ○ Coffee Cups

March
 	
MP 3
	Unit 3: Client Products	● Bi-weekly Homework Assessment
		● Products - Mockups and Dielines
		  ○ Coffee Shop/Cups (continued)
		  ○ Clothing Design

April
 	
MP 4
	Unit 4: Illustrative Practices	● Bi-weekly Homework Assessment
		● Introduction to Illustration in Graphic Design
		● Introduction to Sequential Art
		  ○ Terms and Process
		  ○ Speechless Comics
		  ○ Starting 4-panel Narratives

May
 	
MP 4
	Unit 4: Illustrative Practices	● Bi-weekly Homework Assessment
		● Sequential Art Continued
		  ○ Finishing 4-panel Narratives
		  ○ Final Sequential Art Project
		● Art Show Preparations

June MP 4	Unit 4: Illustrative Practices	● Introduction to Concept Art ● Final Project - Mobile Game Design ● Presentations of Final Projects ● Reflect on work created throughout the year

Unit 1		
The Design Process		
Summary and Rationale		
Graphic Design is a “visual problem solving field” that provides communication to different sets of audiences. Within this Unit and rest of the course students will learn what it takes to become a successful graphic designer by following the 5 main steps of the Design Process: Define the Problem, Learn, Generate Ideas, Design Development, and Implementation. By diving deeper into the meaning of graphic design and learning how to successfully communicate their visual messages, students will solve several “real life” design problems. Students will learn how professional graphic designers utilize the Design Process to solve problems such as Advertisement Strategies, Overall Layouts, Brandings, and much more. These skills will assist students with creating a portfolio that can be used for scholarships, employment opportunities, higher learning, and for competitive contests.		
Recommended Pacing		
Ongoing: Cumulative from September to June. (Information will be taught within the First Marking Period, but will be used throughout the year).		
Standards		
NJSLS: Visual and Performing Arts (link)		
1.5.12.Cr: CREATING: Conceiving and developing new artistic ideas and work.		
1.5.12.Cr.1	1.5.12.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.	
	Grade 12: Proficient	• 1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors. • 1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
	Grade 12: Accomplished	• 1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on student’s existing artwork. • 1.5.12acc.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
	Grade 12: Advanced	• 1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change. • 1.5.12adv.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12: Proficient	• 1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan. • 1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may

		impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. • 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
	Grade 12: Accomplished	• 1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • 1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work. • 1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.
	Grade 12: Advanced	• 1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. • 1.5.12adv.Cr2b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. • 1.5.12adv.Cr2c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	• 1.5.12prof.Cr3a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
	Grade 12: Accomplished	• 1.5.12acc.Cr3a - 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.
	Grade 12: Advanced	• 1.5.12adv.Cr3a - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	• 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
	Grade 12: Accomplished	• 1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
	Grade 12: Advanced	• 1.5.12adv.Pr4a - Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12: Proficient	• 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.

	Grade 12: Accomplished	• 1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
	Grade 12: Advanced	• 1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	• 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
	Grade 12: Accomplished	• 1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
	Grade 12: Advanced	• 1.5.12adv.Pr6a - Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	• 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. • 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.
	Grade 12: Accomplished	• 1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. • 1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
	Grade 12: Advanced	• 1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life. • 1.5.12adv.Re7b - Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	• 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
	Grade 12: Accomplished	• 1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
	Grade 12: Advanced	• 1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Proficient	• 1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.

	Grade 12: Accomplished	• 1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
	Grade 12: Advanced	• 1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.12.Cn.10	1.5.12.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	Grade 12: Proficient	• 1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.
	Grade 12: Accomplished	• 1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
	Grade 12: Advanced	• 1.5.12adv.Cn10a - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
1.5.12.Cn.11	1.5.12.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	Grade 12: Proficient	• 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art. • 1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.
	Grade 12: Accomplished	• 1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. • 1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
	Grade 12: Advanced	• 1.5.12adv.Cn11a - Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.
Social Emotional Learning Competencies (link)		
SEL.PK-12.1: Self-Awareness	1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges	
SEL.PK-12.2: Self-Management	5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	

SEL.PK-12.3: Social-Awareness	8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4: Relationship Skills	12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5: Responsible Decision-Making	17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions

Interdisciplinary Connections	
English Language Arts (2016/CCSS)	
RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Career Readiness, Life Literacies, and Key Skills (2020)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Computer Science and Design Thinking (2020)	
8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.
Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	
• Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	• What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations?
Anchor Standard 2: Organizing and developing ideas. (Creating)	
• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	• How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate?
Anchor Standard: 3. Refining and completing products. (Creating)	

• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	• What role does persistence play in revising, refining, and developing work? • How do artists grow and become accomplished in art forms? • How does collaboratively reflecting on a work help us experience it more completely?
Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)	
• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	• How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
• Artists, 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.	• What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Anchor Standard: 6. Conveying meaning through art. (Present/Produce)	
• Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	• What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Anchor Standard: 7. Perceiving and analyzing products. (Respond)	
• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	• How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
Anchor Standard: 8. Interpreting intent and meaning. (Respond)	
• People gain insights into meanings of artworks by engaging in the process of art criticism.	• What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
Anchor Standard: 9. Applying criteria to evaluate products. (Respond)	
• People evaluate art based on various criteria.	• How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)	

• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	• How does engaging in creating art enrich people's lives? 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 artmaking?
Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)	
• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	• How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
● Graphic Design is a field that provides visual communication to a larger audience ● Graphic Designers combine both problem solving methods with aesthetic outcomes to create their pieces. ● Graphic Design is present within the world around us. Graphic Design can be viewed in the products we buy, books we read, and websites we use. ● Graphic Designers must follow a series of steps in order to create effective designs that communicate the intended message ● Graphic Designers need to combine their knowledge of the Elements of Art and Principles of Design in order to create successful designs	● What is graphic design? ● What is the purpose of graphic design? ● How does the design process help designers to solve visual communication problems? ● What makes a graphic design project successful? ● What are the various career options within the graphic design field? ● How can designers recognize the real problem they are trying to solve within their final products? ● Why is learning and research important in the design process? ● Why is it important to explore many different options before coming up with your final design? ● Why does sharing your work with others help with creating a successful artwork? ● How can you successfully critique your peer's work in order to provide helpful feedback?
Evidence of Learning (Assessments)	

Formative:

- **Observational notes and questioning** - As students are participating with the following summative assessments take note of students who are understanding and not understanding the topic. Ask students essential questions throughout the observational process. Observational notes can also be in the form of Exit Tickets and Do Nows. Examples include: Turn and Talk, 3-2-1, 140 Characters (twitter post), self analysis questions.
- **The 5 Steps of the Design Process** - As students learn about the 5 steps graphic designers need to take in order to create a successful design, supply students with mini activities that strengthen the knowledge given. The 5 steps of the Design Process are: Define the Problem, Learn, Generate Ideas, Design Development, and Implementation.
    - *Define the Problem* - Looking for the root of the problem, not the band-aid solution
    - *Learning* - Researching about the topic (teach students this can be fun)
    - *Generate Ideas* - Thumbnail sketches, mind-maps, asking questions
    - *Design Development* - The art creating portion
    - *Implementation* - Implementing the Design in the real world
        - Example Projects for each step:

- Define the Problem - Provide students with a scenario (example: Nirvana sales are down) and ask them to provide 5 solutions to the problem that they can solve using design methods
- Learning - Creating a Mood Boards
- Generate Ideas - "Wouldn't it Be funny if…"
- Design Development - Creating a final piece of artwork
- Implementation - Company Branding Project

- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

Summative:

- **The Design Process: *Compiling all Steps Into one Final Project*** - After teaching the separate steps and providing students with mini activities for each step (refer to "The 5 Steps of the Design Process" within the formative assessments) distribute a final project that asks them to explore all 5 steps on their own to create a final product. Within this summative assessment students should submit both a final product and proof that they utilized all 5 steps in the design process to come up with their final product. Students can be graded on the following criteria: Craftsmanship and Skill; Overall Composition (Using Elements of Art and Principles of Design Effectively) Creativity and Originality; Understanding the Content (using all 5 steps); Participation Throughout the Art Creating Process; Critiquing Methods
- **Unit 1 Test** - Students will be tested on a series of questions that will assess them on the different steps that are needed to create a successful design: Define the Problem, Learn, Generate Ideas, Design Development, and Implementation.

Objectives (SLO)	
Students will know:	Students will be able to:
• Critique as an important aspect to reflection on the art making process, content, and finished project. • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities. • One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. • Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration.	• Use multiple approaches to begin creative endeavors. • Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process. • Create works of art which demonstrate a variety of compositional techniques. • Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings.

● The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. ● Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works.	● Respond to artworks by peers and by artists across time/culture to develop communication and understanding. ● Examine artwork by a variety of artists from diverse racial and cultural backgrounds. ● Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community.

● The skills needed to create successful digital design
  ○ How to navigate the Mac Operating System for increase efficiency when working on projects
  ○ Using the process of starting from thumbnail sketches - to rough sketching - to the final piece of artwork
  ○ Utilizing both the Elements of Art and Principles of Design
● The role of graphic design within society and the importance of design within visual communication
● How to utilize the Adobe Creative Suite to create different pieces of digital artworks - Photoshop, Illustrator, Indesign
● The 5 main steps graphic designers take in order to create effective designs
  ○ Define the Problem
  ○ Learning
  ○ Generate Ideas
  ○ Design Development
  ○ Implementation
● How to use critiquing methods in order to provide helpful feedback to their own work as well as peer's work
● The career choices of graphic designers
  ○ Visual Identity
  ○ Marketing and Advertising
  ○ User Interface - UX/UI
  ○ Publication
  ○ Packaging
  ○ Motion Graphics
  ○ Environmental
  ○ Arts and Illustration
	● **Demonstrate** an understanding of the different steps of the design problem and how each step leads to the next. The steps need to be used in order in order to create an effective design. *(Application)*
	● **Examine** the different ways graphic designers utilize the design process in order to create effective designs that communicate a visual message to their audiences *(Analyze)*
	● **Create** multiple pieces of artworks that explore the different steps of the design process *(Synthesis)*
	● **Evaluate and analyze** the use of the Design Process within their own, their peers, and media artworks in order to develop a better understanding of how it can strengthen a composition. *(Evaluation)*
	
	The Design Process
	● Identify the steps Designers take by comparing the 5 steps that make up the Design Process: Define the Problem, Learn, Generate Ideas, Design Development, and Implementation
	● Judge their peer's completed artworks by providing constructive feedback and criticism
	● Create a series of activities that will correspond to the different steps within the Design Process.
	● Create a Digital artwork that will take the 5 steps within the Design Process into consideration.

Suggested Resources/Technology Tools	

Art history/Artist/Artwork Connections (suggested):

- Titles/links

Resources (websites, books, videos):

- Graphic Design Cirriculum from AIGA - https://www.aiga.org/resources/academic-design-education/graphic-design-curriculum

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently

- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ☑ CRP1: Act as a responsible and contributing citizen and employee
- ☑ CRP2: Apply appropriate academic and technical skills.
- ☐ CRP3: Attend to personal health and financial well-being.
- ☑ CRP4: Communicate clearly and effectively and with reason.
- ☐ CRP5: Consider the environmental, social and economic impacts of decisions.
- ☑ CRP6: Demonstrate creativity and innovation.
- ☐ CRP7: Employ valid and reliable research strategies
- ☑ CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ CRP9: Model integrity, ethical leadership and effective management.
- ☐ CRP10: Plan education and career paths aligned to personal goals.
- ☑ CRP11: Use technology to enhance productivity.
- ☐ CRP12: Work productively in teams while using cultural global competence.

Unit 2		
Typography		
Summary and Rationale		
The unit will explore the power of words within compositions through the use of typography. Students will learn how the alphabet we know today came into existence, and how that led to typography being used within digital artworks/products. Students will learn that typography is more than just a communicative tool, it can be used to enhance and organize an idea within a digital art piece. By learning the different parts of typography, how different font types can affect the mood of a composition, and how to pair fonts together students will strengthen their typography knowledge and execution.		
Recommended Pacing		
Ongoing: Cumulative from September to June. (Information will be taught within the second Marking Period, but will be used throughout the year).		
Standards		
NJSLS: Visual and Performing Arts (link)		
1.5.12.Cr: CREATING: Conceiving and developing new artistic ideas and work.		
1.5.12.Cr.1	1.5.12.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.	
	Grade 12: Proficient	• 1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors. • 1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
	Grade 12: Accomplished	• 1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on student's existing artwork. • 1.5.12acc.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
	Grade 12: Advanced	• 1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change. • 1.5.12adv.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12: Proficient	• 1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan. • 1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

		• 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
	Grade 12: Accomplished	• 1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • 1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work. • 1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.
	Grade 12: Advanced	• 1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. • 1.5.12adv.Cr2b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. • 1.5.12adv.Cr2c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	• 1.5.12prof.Cr3a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
	Grade 12: Accomplished	• 1.5.12acc.Cr3a - 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.
	Grade 12: Advanced	• 1.5.12adv.Cr3a - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	• 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
	Grade 12: Accomplished	• 1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
	Grade 12: Advanced	• 1.5.12adv.Pr4a - Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12: Proficient	• 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.
	Grade 12: Accomplished	• 1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

	Grade 12: Advanced	• 1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	• 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
	Grade 12: Accomplished	• 1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
	Grade 12: Advanced	• 1.5.12adv.Pr6a - Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	• 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. • 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.
	Grade 12: Accomplished	• 1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. • 1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
	Grade 12: Advanced	• 1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life. • 1.5.12adv.Re7b - Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	• 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
	Grade 12: Accomplished	• 1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
	Grade 12: Advanced	• 1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Proficient	• 1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.
	Grade 12: Accomplished	• 1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

	Grade 12: Advanced	• 1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.12.Cn.10	1.5.12.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	Grade 12: Proficient	• 1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.
	Grade 12: Accomplished	• 1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
	Grade 12: Advanced	• 1.5.12adv.Cn10a - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
1.5.12.Cn.11	1.5.12.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	Grade 12: Proficient	• 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art. • 1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.
	Grade 12: Accomplished	• 1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. • 1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
	Grade 12: Advanced	• 1.5.12adv.Cn11a - Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.
Social Emotional Learning Competencies (link)		
SEL.PK-12.1: Self-Awareness	1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges	
SEL.PK-12.2: Self-Management	5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	
SEL.PK-12.3: Social-Awareness	8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds	

	10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4: Relationship Skills	12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5: Responsible Decision-Making	17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions
Interdisciplinary Connections	
English Language Arts (2016/CCSS)	
RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Career Readiness, Life Literacies, and Key Skills (2020)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Computer Science and Design Thinking (2020)	

8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.
Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	
• Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	• What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations?
Anchor Standard 2: Organizing and developing ideas. (Creating)	
• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	• How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate?
Anchor Standard: 3. Refining and completing products. (Creating)	

• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	• What role does persistence play in revising, refining, and developing work? • How do artists grow and become accomplished in art forms? • How does collaboratively reflecting on a work help us experience it more completely?
Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)	
• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	• How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
• Artists, 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.	• What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Anchor Standard: 6. Conveying meaning through art. (Present/Produce)	
• Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	• What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Anchor Standard: 7. Perceiving and analyzing products. (Respond)	
• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	• How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
Anchor Standard: 8. Interpreting intent and meaning. (Respond)	
• People gain insights into meanings of artworks by engaging in the process of art criticism.	• What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
Anchor Standard: 9. Applying criteria to evaluate products. (Respond)	
• People evaluate art based on various criteria.	• How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)	

• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	• How does engaging in creating art enrich people's lives? 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 artmaking?
Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)	
• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	• How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
● Typography is the art and technique of arranging type ● Typography is used within many different graphic design fields - Visual Identity (logos), Product packaging, Marketing and Advertisements, etc. ● Typography portrays a message to its audience - visual aesthetics, legibility, and verbal aspects need to be considered when creating typography for a project ● Understanding typography will help to strengthen graphic design pieces. ● The use of typography can be seen practically everywhere - products we buy, the technology we use, menus, etc ● Combining Typography with our understanding of Principles of Design can lead to interesting compositions ● Learning about the history of the alphabet and the written word provides us with a better understanding of how to use typography effectively. ● Typography, similar to the human body, has anatomy and a series of words that are associated with the different parts of the text. ● Typography is essential to syntax - an arrangement of words and phrases to create well informed sentences in language	● How can typography help sell a product to a customer? ● What is typography and how can you use it effectively? ● Why does learning about the alphabet and the anatomy of typography help to enhance our knowledge of using typography in our compositions? ● Why are certain fonts used for different purposes? - example: sans serif fonts are usually used on computer screens ● How can one represent emotions through typography? ● Why do designers use hierarchy to organize type? ● How does typography affect design, communication, and function? ● Why does sharing your work with others help with creating a successful artwork? ● How can you successfully critique your peer's work in order to provide helpful feedback?
Evidence of Learning (Assessments)	
Formative: ● **Observational notes and questioning** - As students are participating with the following summative assessments take note of students who are understanding and not understanding the topic. Ask students essential questions throughout the observational process. Observational notes can also be in the form of Exit	

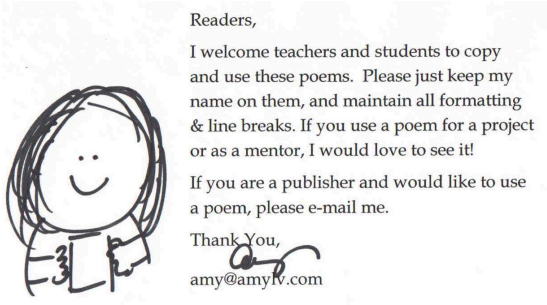
Tickets and Do Nows. Examples include: Turn and Talk, 3-2-1, 140 Characters (twitter post), self analysis questions.

- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

Summative:

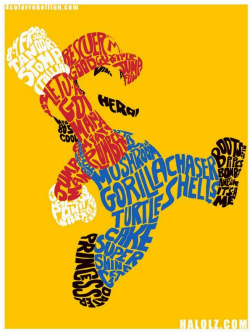
- **Compositions with Letterforms** - After teaching students about font families, how to identify typography within the world around them, and type anatomy, have students practice creating composition that utilizes different types of typography present within the world around them. Allow for creative freedom on the content of the final piece. An example project can be a collage of different fonts put together.Students can be graded on the following criteria: Craftsmanship and Skill; Overall Composition (Using Elements of Art and Principles of Design Effectively) Creativity and Originality; Understanding the Content (Typography); Participation Throughout the Art Creating Process; Critiquing Methods
    -

- **Editorial Design** - ***Poem Writing (Font Pairing)*** - After learning about font pairing create an assessment that allows students to utilize the new acquired skills. Assessment can be in the form of Poem Writing. Students can have freedom to choose a poem they would want to represent using Font Pairing. To accompany their poem students will need to include an image of some kind. By including Typography with imagery students can practice creating successful compositions as well. Students can be graded on the following criteria: Craftsmanship and Skill; Overall Composition (Using Elements of Art and Principles of Design Effectively) Creativity and Originality; Understanding the Content (Typography); Participation Throughout the Art Creating Process; Critiquing Methods



- **Editorial Design -** ***Magazine Spreads*** - Have students research a topic they feel passionate about. After learning about successful magazine spreads, and how to create a successful spread, have students create a 4-page story spread of the topic they researched. Again students will combine both typography and imagery to create successful compositions. Students can be graded on the following criteria: Craftsmanship and Skill; Overall Composition (Using Elements of Art and Principles of Design Effectively) Creativity and Originality; Understanding the Content (Typography); Participation Throughout the Art Creating Process; Critiquing Methods

- **Type Manipulation (Final Project) -** After learning about the different ways typography can be manipulated within Illustrator, have students create a person or animal out of words alone. Students can be graded on the following criteria: Craftsmanship and Skill; Overall Composition (Using Elements of Art and Principles of Design Effectively) Creativity and Originality; Understanding the Content (Typography); Participation Throughout the Art Creating Process; Critiquing Methods



- **Unit 2 Test -** Students will be tested on a series of questions that will assess them on the different font families, font pairing, how to identify different fonts, font anatomy, and how to correct bad typography within this final Unit Assessment

Objectives (SLO)	
Students will know:	Students will be able to:

● Critique as an important aspect to reflection on the art making process, content, and finished project. ● With a growth mindset, failure is an important part of success. ● Innovative ideas or innovation can lead to career opportunities. ● One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. ● Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration. ● The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. ● Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works.	● Use multiple approaches to begin creative endeavors. ● Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process. ● Create works of art which demonstrate a variety of compositional techniques. ● Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings. ● Respond to artworks by peers and by artists across time/culture to develop communication and understanding. ● Examine artwork by a variety of artists from diverse racial and cultural backgrounds. ● Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community.

Students will know:
● Typography is the study of type/fonts and how it can aid in communicating specific messages
● The role of typography in everyday life and how it is represented within the world around us.
● How to identify the different functions of typography within programs such as Photoshop/InDesign/Illustrator
  ○ Tracking
  ○ Leading
  ○ Kearning
  ○ Hierarchy
● The history of the alphabet and font types
  ○ 2000 BC - Egyptian Hieroglyphics
  ○ 500 years later - Ideographs
  ○ 800 BC - Greeks adopted the Phoenician alphabet as a way to preserve knowledge
  ○ Romans adopt the Greek alphabet - they revise some letters and add F and Q
  ○ 1100 AD - Visigoths and the Gothic blackletter style began
  ○ 1450 - Johannes Gutenberg revolutionized the printing process by using moveable type.
  ○ 1988 - Linotype machine made it possible to do digital publishing from a computer
  ○ 7 years later - typography is published on the web
	Students will be able to:
	● **Demonstrate** an understanding of the different font families and relationships between typography and emotions. *(Application)*
	● **Examine** the different ways typography is used within the world around us and how it can be used within a composition *(Analyze)*
	● **Create** multiple pieces of artworks that explore typography and using different font families. *(Synthesis)*
	● **Create** multiple compositions that explore how to combine typography and imagery together successfully *(Synthesis)*
	● **Evaluate and analyze** the use of typography within their own, peers, and media artworks in order to develop a better understanding of how typography can strengthen a composition. *(Evaluation)*
	
	Typography
	● Analyze the role of typography in everyday life.
	● Explain the effects of functional typography.
	● Identify experiences or products that need typography redesign.
	● Create their own typography based project.
	● Design a spread that introduces a topic of their choosing.

● How to identify different type of font families
  ○ Serif
  ○ Sans Serif
  ○ Decorative
● The anatomy of Typography
  ○ Ascender
  ○ Capheight
  ○ Baseline
  ○ Bowl
  ○ Crossbar
  ○ Descender
  ○ Crossbar
● How to incorporate typography within their own digital artworks
● How to create compositions that includes both typography and imagery
● How to use several different Font Pairings Successfully
  ○ All Caps with script
  ○ Skinny with chunky
  ○ Fancy and simple
  ○ Lowercase and capitals
  ○ Different by similar
  ○ Wide and narrow
  ○ Tall and Short
	● Identify Typography around them through package designs, posters, ads, cell phone apps, textiles etc.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Titles/links

Resources (websites, books, videos):

- Typography Design Elements: https://www.crazyegg.com/blog/typography-design-elements/
- Perfect Font Pairings: https://www.creativebloq.com/typography/20-perfect-type-pairings-3132120
- Type Anatomy: https://visme.co/blog/type-anatomy/

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans
Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to: • Follow individual IEP/504 plans for specific modifications. • Preferential seating • Extended/Additional time for assessments • Behavior management support • Assignments/resources in electronic and physical format • Break down assignments with oral directions, written directions, and visuals. • Provide frequent reminders to stay on task and reinforce on-task behavior • Work on organizational skills • Provide visual supports • Partnering/Grouping of students • Re-teaching and review • Multi-media approach to accommodate various learning styles • Decrease/Modify number of project requirements • Teacher/Aide/Para assistance • Demonstrations of techniques on an individual level • Show slide presentations to encourage exploration of project ideas MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to: • Allow the use of Google Translate where appropriate. • Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) • Substitute a hands-on activity or use of different media in projects for a written activity • Prepare and distribute advance notes • Provide model sentence frames and sentence starters for both oral responses and written responses • Provide additional time to complete assessments and assignments • Model and use gestures to aid in understanding • Model tasks by giving one or two examples before releasing students to work independently • Present instructions both verbally and visually • Simplify written and verbal instructions • Speak clearly and naturally, and try to enunciate words, especially their ending sounds. • Provide Visual, Graphic, Interactive, and/or Sensory Supports • Simplify the language, format, and directions of the assessment • Allow for alternate seating for proximity to peer helper or teacher as necessary • When showing videos, use Closed Captioning. • Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to: • Complex, in-depth research assignments • Independent study where applicable • Provide a variety of individualized work centers or student choice • Lead demonstrations for class • Create additional project(s) in a different medium, exploring a different technique, style, or subject. • Individual presentation • Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)
☑ CRP1: Act as a responsible and contributing citizen and employee ☑ CRP2: Apply appropriate academic and technical skills. ☐ CRP3: Attend to personal health and financial well-being. ☑ CRP4: Communicate clearly and effectively and with reason. ☐ CRP5: Consider the environmental, social and economic impacts of decisions. ☑ CRP6: Demonstrate creativity and innovation. ☐ CRP7: Employ valid and reliable research strategies ☑ CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ☐ CRP9: Model integrity, ethical leadership and effective management. ☐ CRP10: Plan education and career paths aligned to personal goals. ☑ CRP11: Use technology to enhance productivity. ☐ CRP12: Work productively in teams while using cultural global competence.

Unit 3		
Client Products		
Summary and Rationale		
Because Graphic Design is a problem solving field, designers do not create work for aesthetics purposes but instead focus on solving a client's problem. Graphic Designers are tasked with the responsibilities to solve problems and communicate ideas through typography, imagery, color, and form. Working with a client (outside party) requires a set of people-skills that are important to cultivate if students wish to become successful in the field of graphic design. Because graphic design is a broad profession there is a broad spectrum of tasks and many different types of graphic design professions. Within this unit students will learn and practice these skills while creating products within many different categories of design: advertisements, poster design, and product packaging. Students will combine prior knowledge with the new acquired knowledge in order to create several products for clients.		
Recommended Pacing		
Ongoing: Cumulative from September to June. (Information will be taught within the First Marking Period, but will be used throughout the year).		
Standards		
NJSLS: Visual and Performing Arts (link)		
1.5.12.Cr: CREATING: Conceiving and developing new artistic ideas and work.		
1.5.12.Cr.1	1.5.12.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.	
	Grade 12: Proficient	• 1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors. • 1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
	Grade 12: Accomplished	• 1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on a student's existing artwork. • 1.5.12acc.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
	Grade 12: Advanced	• 1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change. • 1.5.12adv.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12: Proficient	• 1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan. • 1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may

		impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. • 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
	Grade 12: Accomplished	• 1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • 1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work. • 1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.
	Grade 12: Advanced	• 1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. • 1.5.12adv.Cr2b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. • 1.5.12adv.Cr2c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	• 1.5.12prof.Cr3a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
	Grade 12: Accomplished	• 1.5.12acc.Cr3a - 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.
	Grade 12: Advanced	• 1.5.12adv.Cr3a - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	• 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
	Grade 12: Accomplished	• 1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
	Grade 12: Advanced	• 1.5.12adv.Pr4a - Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12: Proficient	• 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.

	Grade 12: Accomplished	• 1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
	Grade 12: Advanced	• 1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	• 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
	Grade 12: Accomplished	• 1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
	Grade 12: Advanced	• 1.5.12adv.Pr6a - Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	• 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. • 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.
	Grade 12: Accomplished	• 1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. • 1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
	Grade 12: Advanced	• 1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life. • 1.5.12adv.Re7b - Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	• 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
	Grade 12: Accomplished	• 1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
	Grade 12: Advanced	• 1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Proficient	• 1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.

	Grade 12: Accomplished	• 1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
	Grade 12: Advanced	• 1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.12.Cn.10	1.5.12.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	Grade 12: Proficient	• 1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.
	Grade 12: Accomplished	• 1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
	Grade 12: Advanced	• 1.5.12adv.Cn10a - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
1.5.12.Cn.11	1.5.12.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	Grade 12: Proficient	• 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art. • 1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.
	Grade 12: Accomplished	• 1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. • 1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
	Grade 12: Advanced	• 1.5.12adv.Cn11a - Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.
Social Emotional Learning Competencies (link)		
SEL.PK-12.1: Self-Awareness	1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges	
SEL.PK-12.2: Self-Management	5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	

SEL.PK-12.3: Social-Awareness	8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4: Relationship Skills	12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5: Responsible Decision-Making	17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions

Interdisciplinary Connections	
English Language Arts (2016/CCSS)	
RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Career Readiness, Life Literacies, and Key Skills (2020)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Computer Science and Design Thinking (2020)	
8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.
Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	
• Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	• What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations?
Anchor Standard 2: Organizing and developing ideas. (Creating)	
• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	• How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate?
Anchor Standard: 3. Refining and completing products. (Creating)	

• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	• What role does persistence play in revising, refining, and developing work? • How do artists grow and become accomplished in art forms? • How does collaboratively reflecting on a work help us experience it more completely?
Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)	
• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	• How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
• Artists, 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.	• What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Anchor Standard: 6. Conveying meaning through art. (Present/Produce)	
• Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	• What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Anchor Standard: 7. Perceiving and analyzing products. (Respond)	
• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	• How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
Anchor Standard: 8. Interpreting intent and meaning. (Respond)	
• People gain insights into meanings of artworks by engaging in the process of art criticism.	• What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
Anchor Standard: 9. Applying criteria to evaluate products. (Respond)	
• People evaluate art based on various criteria.	• How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)	

• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	• How does engaging in creating art enrich people's lives? 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 artmaking?
Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)	
• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	• How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
● Graphic Design is a problem solving field - designers solve client problems through their art. ● By solving problems, designers relay and communicate the client's messages through their art. ● Graphic designers need to work well with others in order to be successful within the field - Working with clients is part of the profession ● There are a set of tips/rules that help graphic designers maintain healthy and professional relationships with the clients they work for. ● The Graphic Design field has a lot of different career choices which allows designers to practice many different art applications ● Designers create graphic images in many different ways for many different purposes, all depending on the project assigned to them.	● What are some of the various career options within the graphic design industry? ● Why is it important to maintain excellent client skills when working as a graphic designer? ● What are the main tips a graphic designer should follow when working with a client? ● What are the steps that should be taken when you have a disagreement with the client you are working for? ● What are the different components needed in order to create a successful advertisement? ● How can you utilize mock-up files? ● What is the difference between a mock-up file and the final product? ● Why are Mock-up files important to graphic designers? ● How is creating a mock-up for clothing different from a mock-up for other products? ● Why does sharing your work with others help with creating a successful artwork? ● How can you successfully critique your peer's work in order to provide helpful feedback?
Evidence of Learning (Assessments)	
Formative: ● **Observational notes and questioning -** As students are participating with the following summative assessments take note of students who are understanding and not understanding the topic. Ask students essential questions throughout the observational process. Observational notes can also be in the form of Exit Tickets and Do Nows. Examples include: Turn and Talk, 3-2-1, 140 Characters (twitter post), self analysis questions. ● **Client Product (Advertisement) -** After learning about the different tips used to work with a client, provide students practice with the new skills by pretending to be a client yourself. Work with the students in a more professional manner that allows students to view you as their client. Pair this assessment with an advertisement based assignment. ● Classroom Observations and Questioning ● Teacher Observation of participation, sketches, planning, and research	

- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

Summative:

- **Client Product (Outside Party) -** After having practice with working with their teacher client, students will be responsible to find their own "outside party" client. These clients can be anyone they know and are willing to work with. Stress the importance of finding someone who is not a family member or friend, to really allow them to practice the new strategies. Projects created for this project should be something along the lines of: posters, illustrations, advertisements, business cards, website layouts etc. (stay away from smaller projects such as logos) Students can be graded on the following criteria: Craftsmanship and Skill; Overall Composition (Using Elements of Art and Principles of Design Effectively) Creativity and Originality; Understanding the Content (How to work with a client); Participation Throughout the Art Creating Process; Critiquing Methods
- **Product Packaging -** After learning about product packaging and how to create a mock-up of a product using Photoshop, task students with creating their own coffee shop. When creating their own coffee shop students will need to start with branding the overall company - creating logos and color palettes. After branding the company students will create different mock-ups of potential coffee cups for their company. Students can be graded on the following criteria: Craftsmanship and Skill; Overall Composition (Using Elements of Art and Principles of Design Effectively) Creativity and Originality; Understanding the Content (How to create a Mock-up and Die-Line); Participation Throughout the Art Creating Process; Critiquing Methods
  -

- **Products (Clothing Design) -** Take product packaging a step forward by introducing students to clothing design. Students will learn how to create a mock-up for clothing. Clothing designs can be for the same coffee shop used in the previous assessment, or for a new project idea. Students can be graded on the following criteria: Craftsmanship and Skill; Overall Composition (Using Elements of Art and Principles of Design Effectively) Creativity and Originality; Understanding the Content (How to create a Mock-up and Die-Line); Participation Throughout the Art Creating Process; Critiquing Methods
  -

Objectives (SLO)	
Students will know:	Students will be able to:
● Critique as an important aspect to reflection on the art making process, content, and finished project. ● With a growth mindset, failure is an important part of success. ● Innovative ideas or innovation can lead to career opportunities. ● One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. ● Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration. ● The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. ● Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works.	● Use multiple approaches to begin creative endeavors. ● Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process. ● Create works of art which demonstrate a variety of compositional techniques. ● Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings. ● Respond to artworks by peers and by artists across time/culture to develop communication and understanding. ● Examine artwork by a variety of artists from diverse racial and cultural backgrounds. ● Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community.
● The career choices of graphic designers (bold choices are the focus of the unit) ○ Visual Identity ○ ***Marketing and Advertising*** ○ User Interface - UX/UI ○ Publication ○ ***Packaging*** ○ Motion Graphics ○ Environmental ○ Arts and Illustration ● The 5 Main Tips in order to Maintain Good Client Relationships ○ Remember you are the expert ○ Remember they are the boss ○ Document Everything ○ Remember conflict resolution tactics ○ Meet the deadline ● The different types of advertisements seen/ used by the general public ○ Print ○ Radio ○ Television ○ Internet	● **Demonstrate** an understanding of the different steps needed to maintain a good client relationship. Good client relationships lead to successful careers for graphic designers. *(Application)* ● **Examine** how graphic designers utilize the design process in order to create effective designs that communicate a visual message to their audiences *(Analyze)* ● **Create** multiple pieces of artworks that allow students to practice the different strategies to maintain a good client relationship *(Synthesis)* ● **Create** multiple pieces of artwork that explore the world of product packaging - from Mock-ups to Dielines *(Synthesis)* ● **Evaluate and analyze** the use of the Mock-ups within their own, their peers, and media artworks in order to develop a better understanding of how to strengthen a composition. *(Evaluation)* ***Working with Clients*** ● Compare and contrast the different graphic design professions that are available in the workforce.

● The different strategies used to create a successful advertisements
  ○ Make them: Relatable, Memorable, Inspire Trust, Invisible, Valuable
● The different parts of a successful print advertisement
  ○ Headline
  ○ Subhead
  ○ Call to Action
  ○ Brand Element
  ○ Visual
● The difference between Mock-ups and Dielines
● How to use Photoshop to create a successful Mock-up file of different products
● How to use company branding in order to assist with creating a successful Mock-up
●
	● Identify and explain several tips that need to be taken in order to work with clients within the workforce.
	● Describe how advertisements and public service announcements are used within graphic design.
	
	Product Packaging
	● Compare and contrast the different types of product packaging that exist in the world today.
	● Differentiate between mock-ups and dielines.
	● Create a logo and package design for a new coffee shop.
	● Implement strategies to create mock-up and dielines to create a clothing design of their choosing.
	● Implement strategies to create mock-up and dielines to create a package design of a coffee mug sleeve

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Graphic Designers: https://www.designwizard.com/blog/famous-graphic-designers/

Resources (websites, books, videos):

- 8 Types of Graphic Design: https://99designs.com/blog/tips/types-of-graphic-design/
- Working Well With Clients: https://blog.designcrowd.com/article/1010/5-top-tips-to-help-designers-work-well-with-clients

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ☑ CRP1: Act as a responsible and contributing citizen and employee
- ☑ CRP2: Apply appropriate academic and technical skills.
- ☐ CRP3: Attend to personal health and financial well-being.
- ☑ CRP4: Communicate clearly and effectively and with reason.
- ☐ CRP5: Consider the environmental, social and economic impacts of decisions.
- ☑ CRP6: Demonstrate creativity and innovation.
- ☐ CRP7: Employ valid and reliable research strategies
- ☑ CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ CRP9: Model integrity, ethical leadership and effective management.
- ☐ CRP10: Plan education and career paths aligned to personal goals.
- ☑ CRP11: Use technology to enhance productivity.
- ☐ CRP12: Work productively in teams while using cultural global competence.

Unit 4		
Illustrative Practices		
Summary and Rationale		
Even though art and illustration is not related to Graphic Design, graphic designers sometimes utilize illustrative practices in their design. Students, within this unit, will explore the world of Illustration and how it relates to Graphic Design. Students will produce works of art that can be featured within graphic novels, book covers, album covers, websites, concept art and much more. By still using the Adobe suite (Photoshop, Illustrator, InDesign), students will learn how to make a piece of artwork that is a full composition and will be aesthetically pleasing. Digital shading, body proportions, 1 and 2 point perspective, and how to utilize the Elements of Art and Principles of Design within a composition will be explored at length within the unit as well.		
Recommended Pacing		
Ongoing: Cumulative from September to June. (Information will be taught within the First Marking Period, but will be used throughout the year).		
Standards		
NJSLS: Visual and Performing Arts (link)		
1.5.12.Cr: CREATING: Conceiving and developing new artistic ideas and work.		
1.5.12.Cr.1	1.5.12.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.	
	Grade 12: Proficient	• 1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors. • 1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
	Grade 12: Accomplished	• 1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on student's existing artwork. • 1.5.12acc.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
	Grade 12: Advanced	• 1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change. • 1.5.12adv.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12: Proficient	• 1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan. • 1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of

		materials, tools, and equipment. • 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
	Grade 12: Accomplished	• 1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • 1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work. • 1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.
	Grade 12: Advanced	• 1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. • 1.5.12adv.Cr2b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. • 1.5.12adv.Cr2c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	• 1.5.12prof.Cr3a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
	Grade 12: Accomplished	• 1.5.12acc.Cr3a - 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.
	Grade 12: Advanced	• 1.5.12adv.Cr3a - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	• 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
	Grade 12: Accomplished	• 1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
	Grade 12: Advanced	• 1.5.12adv.Pr4a - Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12: Proficient	• 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.
	Grade 12:	• 1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to

	Accomplished	display artwork in a specific place.
	Grade 12: Advanced	• 1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	• 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
	Grade 12: Accomplished	• 1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
	Grade 12: Advanced	• 1.5.12adv.Pr6a - Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	• 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. • 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.
	Grade 12: Accomplished	• 1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. • 1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
	Grade 12: Advanced	• 1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life. • 1.5.12adv.Re7b - Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	• 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
	Grade 12: Accomplished	• 1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
	Grade 12: Advanced	• 1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Proficient	• 1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.

	Grade 12: Accomplished	• 1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
	Grade 12: Advanced	• 1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.12.Cn.10	1.5.12.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	Grade 12: Proficient	• 1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.
	Grade 12: Accomplished	• 1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
	Grade 12: Advanced	• 1.5.12adv.Cn10a - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
1.5.12.Cn.11	1.5.12.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	Grade 12: Proficient	• 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art. • 1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.
	Grade 12: Accomplished	• 1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. • 1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
	Grade 12: Advanced	• 1.5.12adv.Cn11a - Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.
Social Emotional Learning Competencies (link)		
SEL.PK-12.1: Self-Awareness	1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges	
SEL.PK-12.2: Self-Management	5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	

SEL.PK-12.3: Social-Awareness	8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4: Relationship Skills	12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5: Responsible Decision-Making	17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions

Interdisciplinary Connections	
English Language Arts (2016/CCSS)	
RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Career Readiness, Life Literacies, and Key Skills (2020)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Computer Science and Design Thinking (2020)	
8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.
Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	
• Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	• What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations?
Anchor Standard 2: Organizing and developing ideas. (Creating)	
• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	• How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate?
Anchor Standard: 3. Refining and completing products. (Creating)	

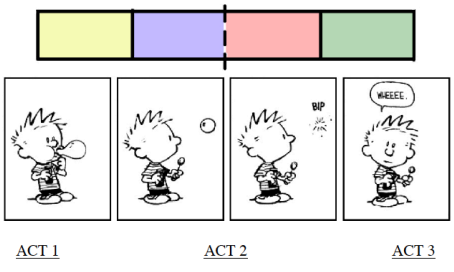
• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	• What role does persistence play in revising, refining, and developing work? • How do artists grow and become accomplished in art forms? • How does collaboratively reflecting on a work help us experience it more completely?
Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)	
• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	• How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
• Artists, 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.	• What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Anchor Standard: 6. Conveying meaning through art. (Present/Produce)	
• Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	• What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Anchor Standard: 7. Perceiving and analyzing products. (Respond)	
• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	• How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
Anchor Standard: 8. Interpreting intent and meaning. (Respond)	
• People gain insights into meanings of artworks by engaging in the process of art criticism.	• What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
Anchor Standard: 9. Applying criteria to evaluate products. (Respond)	
• People evaluate art based on various criteria.	• How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)	

• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	• How does engaging in creating art enrich people's lives? 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 artmaking?
Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)	
• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	• How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
● An awareness of the formal roles of illustrative practices within the graphic design field ● Illustration is a career field that allows artists to create work for books and publications, such as graphic novels, children books, newspapers and magazines ● Illustration is a subcategory of Graphic Design - meaning they still solve problems within their artworks ● There are many different art-related practices that are essential to becoming a successful illustrator - perspective, body proportions, positive and negative space, lighting, shading etc. ● Illustrators can create their artworks in many different mediums, from pen and ink, watercolors, or digital; all depending on their preferred methods and projects assigned to them ● There are many different illustrator career choices that are different from graphic design career choices. ● The computer and applications used on the computer are the artist's tools to complete a piece of artwork, they should not rely on the computer to make their artwork "good," the artistic choice and execution comes from the artist.	● What is an illustration? ● How is an illustration different from a graphic design piece of artwork? ● What are the differences from creating an illustration to solving a problem using graphic design tools and methods? ● How can you successfully digitally shade your illustration, while keeping lighting in mind? ● What is sequential art? Publication art? Concept art? And how do these types of art fall under the "illustrative" category? ● What are some career choices that can be pursued within the illustration field? ● How can you illustrate a story? ● What are the main parts of a story? ● How is concept art used to develop a final design? ● What is a one-point perspective? Two point perspective? Why is it important in creating a piece of artwork? ● Why does sharing your work with others help with creating a successful artwork? ● How can you successfully critique your peer's work in order to provide helpful feedback?
Evidence of Learning (Assessments)	
Formative: ● **Observational notes and questioning** - As students are participating with the following summative assessments take note of students who are understanding and not understanding the topic. Ask students essential questions throughout the observational process. Observational notes can also be in the form of Exit Tickets and Do Nows. Examples include: Turn and Talk, 3-2-1, 140 Characters (twitter post), self analysis questions.	

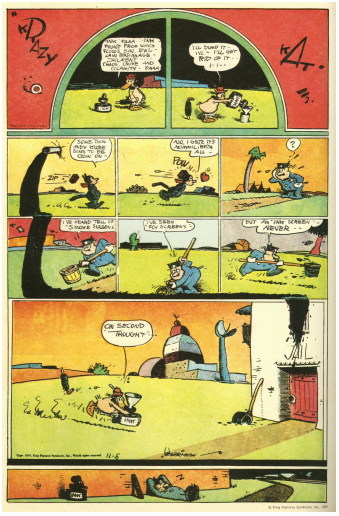
- **Speechless Comic (Onomatopoeia) -** Students will develop a 4 panel story that only uses a series of images provided to them. The only elements that can be added to their narratives are onomatopoeias. This will strengthen student's ability to relay a story's message through images alone.
- **Digital Shading -** Students will study how to shade a ball using different methods within Photoshop and Illustrator. By learning about lighting, students will develop a better understanding of how to create a digital artwork successfully.
- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

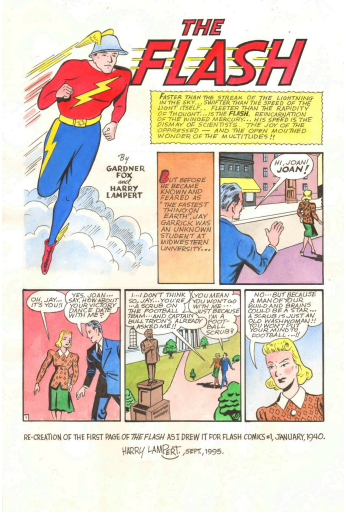
Summative:

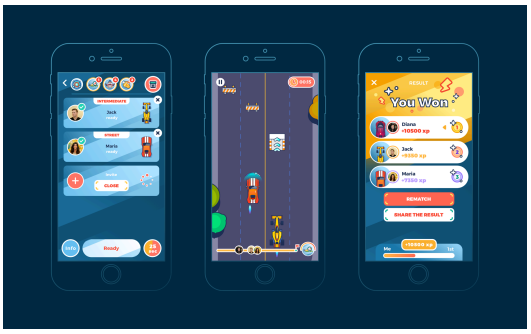
- **4 Panel Narrative -** After learning about sequential art and how to create comics successfully using multiple different elements and strategies, develop an assessment that combines both Language Arts and Graphic Design. Work together with Language Art teachers in order to provide students with written excerpts of stories they will be responsible to recreate using sequential art practices.. Both Language Art and Graphic Design students should critique finished works. Students can be graded on the following criteria: Craftsmanship and Skill; Overall Composition (Using Elements of Art and Principles of Design Effectively) Creativity and Originality; Understanding the Content (How to transform words into images); Participation Throughout the Art Creating Process; Critiquing Methods



- **Final Sequential Art Piece -** To end the Sequential Art Unit provide students with a random prompt (example: Where Dreams Meet Reality) and ask them to create a one page sequential art piece. The process of creating the final should be very hands off, allowing students the most creative freedom. Students can be graded on the following criteria: Craftsmanship and Skill; Overall Composition (Using Elements of Art and Principles of Design Effectively) Creativity and Originality; Understanding the Content (How to create a sequential art piece); Participation Throughout the Art Creating Process; Critiquing Methods

- 



- **Final for Graphic Design 1(end of the year assessment) -** The final assessment will revolve around Concept Art. Students will be responsible to learn about Concept Art and create many different design elements for a Mobile Game. Students will have complete creative freedom as to how they will complete the project. But, the components of the assignment that they will need to complete are as follows: App Icon and Name, GDD (Game Design Document), and 2D and 3D artworks (3 in total) – of either the settings and/or character. Students should work every day and keep the teacher updated on the progress of their work. Students can be graded on the following criteria: Craftsmanship and Skill; Overall Composition (Using Elements of Art and Principles of Design Effectively) Creativity and Originality; Understanding the Content (How to create a sequential art piece); Participation Throughout the Art Creating Process; Critiquing Methods; Completion of Required Materials
- 

Objectives (SLO)	
Students will know:	Students will be able to:
• Critique as an important aspect to reflection on the art making process, content, and finished project. • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities. • One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. • Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration.	• Use multiple approaches to begin creative endeavors. • Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process. • Create works of art which demonstrate a variety of compositional techniques. • Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings.

● The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. ● Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works.	● Respond to artworks by peers and by artists across time/culture to develop communication and understanding. ● Examine artwork by a variety of artists from diverse racial and cultural backgrounds. ● Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community.

● The skills needed to create a successful digital illustration
  ○ How to navigate the Mac Operating System for increase efficiency when working on projects
  ○ Utilizing both the Elements of Art and Principles of Design
  ○ Using the computer as tool and not as clutch to successfully finish a piece of artwork
● Different illustrative career choices
  ○ Comic Book Illustrator
  ○ Forensic Artists
  ○ Film Storyboarding
  ○ Fashion Illustrator
  ○ Medical Illustrator
  ○ Fine Art Illustrator
  ○ Book Cover Artist
● The differences and similarities between graphic design and illustration
● How to utilize the Adobe Creative Suite to create different pieces of digital illustrations - Photoshop and Illustrator
● How to use critiquing methods in order to provide helpful feedback to illustrative based work
● The different parts of a story
  ○ Introduction
  ○ Problem
  ○ Dealing with the Problem
  ○ Solution
  ○ Ending
● Key terms that are used when creating sequential art
  ○ Panel, speech bubbles, figure, captions, Chiaroscuro, juxtaposition, icon, etc.
● The different types of concept art careers
  ○ Character Design
  ○ Environmental Design
	● **Demonstrate** an understanding of the different steps, methods, and key terms that are used when creating a sequential piece of art *(Application)*
	● **Examine** the different ways illustrators are different and similar to graphic designers. Examine the different career choices and projects that can be created. *(Analyze)*
	● **Create** and design concept art that illustrates the making of a mobile game - logos, character art, environmental design, and overall story. *(Synthesis)*
	● **Create** multiple pieces of artwork that explore the world of sequential art - from onomatopoeias, 4-panel narratives, and final 1-page art works *(Synthesis)*
	● **Evaluate and analyze** the use of the Sequential Art within their own, their peers, and media artworks in order to develop a better understanding of how to strengthen a sequential art composition. *(Evaluation)*
	
	Visual Narratives
	● Classify principles and practices that are used to create a visual narrative.
	● Examine several examples of sequential art throughout history in order to understand how artists create a story using words and graphics.
	● Create a piece of sequential art that utilizes only a series of visuals in order to tell a story.
	● Construct their own visual narrative by utilizing the principles and practices taught throughout the lesson.
	
	Final Project
	● Examine and become familiar with the process of creating a mobile game as well as what the mobile game world encompasses.

○ Prop Design ○ Weapon Design ○ Vehicle Design ● Concept art is utilized when creating projects in different fields ○ Movies, television shows, video games, comic books	● Identify the different steps that are conducted by design/developer teams in order to design and create a mobile game. ● Design and create their own mobile game that will integrate both 3D and 2D elements. ● Design their own GDD (Game Design Document) in order to assist with the creation and explanation of their mobile game idea. ● Explain their final game design to their peers in the form of a sell-pitch presentation**.**

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Famous Illustrators
  - https://www.illustrationx.com/us/artists
  - https://www.behance.net/
  - https://dribbble.com/
  - https://www.creativeboom.com/inspiration/the-20-illustrators-to-follow-in-2020/

Resources (websites, books, videos):

- Will Eisner's graphic Storytelling and Visual Narrative
- Scott McCloud - Understanding Comics
- Key Terms for Sequential Art: https://sites.google.com/site/graphicnovelclassroom/vocabulary
- History of Sequential Art: https://www.dsource.in/course/sequential-storytelling/brief-history-and-different-mediums
- Juxtaposition: https://makingcomics.spiltink.org/juxtaposition/

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites
  - Fontstruct - create your own font
  - https://fontstruct.com/

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating

- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ☑ CRP1: Act as a responsible and contributing citizen and employee
- ☑ CRP2: Apply appropriate academic and technical skills.
- ☐ CRP3: Attend to personal health and financial well-being.
- ☑ CRP4: Communicate clearly and effectively and with reason.
- ☐ CRP5: Consider the environmental, social and economic impacts of decisions.

- ☑ CRP6: Demonstrate creativity and innovation.
- ☐ CRP7: Employ valid and reliable research strategies
- ☑ CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ CRP9: Model integrity, ethical leadership and effective management.
- ☐ CRP10: Plan education and career paths aligned to personal goals.
- ☑ CRP11: Use technology to enhance productivity.
- ☐ CRP12: Work productively in teams while using cultural global competence.