



## Graphic Design II

### 9-12, Fine and Performing Arts

**Developed By:** Ms. Sara Ciccone & Mr. Vincent Vicchiariello

**Effective Date:** Fall 2022

#### Scope and Sequence

- [Unit 1:](#) The Design Process(review)
- [Unit 2:](#) Typography
- [Unit 3:](#) Branding
- [Unit 4:](#) Illustrative Practices

Month	Unit	Activities/Assessments
September MP 1	Unit 1: The Design Process(review)	<ul style="list-style-type: none"> <li>● Welcome to Graphic Design 2 (Start of the Year)</li> <li>● Introduce/Explain Monthly Homework Assignment - Developing as Graphic Designer</li> <li>● The Design Process - How to create a successful graphic design piece from start to finish (review) <ul style="list-style-type: none"> <li>○ Moodboard</li> <li>○ Emphasis on research - How to become a successful Graphic Designer</li> </ul> </li> </ul>
October MP1	Unit 1: The Design Process(review)	<ul style="list-style-type: none"> <li>● Monthly Homework Assessment</li> <li>● The Design Process - How to create a successful graphic design piece from start to finish (review) <ul style="list-style-type: none"> <li>○ Recreate a piece of a artwork</li> <li>○ Critique</li> </ul> </li> </ul>
November MP 2	Unit 2: Typography	<ul style="list-style-type: none"> <li>● Monthly Homework Assessment</li> <li>● Introduction to Typography - Review/Refresh terms previously taught.</li> <li>● Public Service Announcements <ul style="list-style-type: none"> <li>○ History of PSA</li> <li>○ How to Create a successful PSA</li> <li>○ Creating a PSA based on current events</li> </ul> </li> </ul>
December MP 2	Unit 2: Typography	<ul style="list-style-type: none"> <li>● Monthly Homework Assessment</li> <li>● Editorial Design with Typography</li> <li>● How to create Mock-ups using typography practices <ul style="list-style-type: none"> <li>○ Brochure Design</li> </ul> </li> <li>● Learning about 3D typography <ul style="list-style-type: none"> <li>○ 3D Iconicity project</li> </ul> </li> </ul>
January MP 3	Unit 3: Branding	<ul style="list-style-type: none"> <li>● Monthly Homework Assessment</li> <li>● Branding Unit Introduction <ul style="list-style-type: none"> <li>○ How to brand a company</li> </ul> </li> <li>● Advertisement Review - Billboard Advertisements</li> <li>● Subscription Box Project - with Marketing Students</li> </ul>
February	Unit 3: Branding	<ul style="list-style-type: none"> <li>● Monthly Homework Assessment</li> <li>● Subscription Box Project Continued</li> </ul>

MP 3		<ul style="list-style-type: none"> <li>○ Creating Dieline</li> <li>○ Assembling Physical Boxes</li> </ul>
March MP 3	Unit 3: Brandings	<ul style="list-style-type: none"> <li>● Monthly Homework Assessment</li> <li>● Learning about Figma</li> <li>● UI and UX design</li> <li>● Creating a mobile app using UI practices</li> <li>● Final branding assessment - Creating an overall company</li> </ul>
April MP 4	Unit 4: Illustrative Practices	<ul style="list-style-type: none"> <li>● Monthly Homework Assessment</li> <li>● Character Design Challenge</li> <li>● Concept Art - working with Language Art Assessments</li> </ul>
May MP 4	Unit 4: Illustrative Practices	<ul style="list-style-type: none"> <li>● Monthly Homework Assessment</li> <li>● Sticker Art and Tagging</li> <li>● Motion Graphics <ul style="list-style-type: none"> <li>○ Animating a Bouncing Ball</li> </ul> </li> <li>● Art Show Preparations</li> </ul>
June MP 4	Unit 4: Illustrative Practices	<ul style="list-style-type: none"> <li>● Final Project - Creating a Portfolio <ul style="list-style-type: none"> <li>○ Weebly Website</li> </ul> </li> <li>● Presentations on Final Project</li> <li>● Reflect on work created throughout the year</li> </ul>

Unit 1		
The Design Process		
Summary and Rationale		
<p>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 review and learn advanced processes about 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. Advanced techniques within the Adobe Suite will also be explored within this unit and throughout the course.</p>		
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 ( <a href="#">link</a> )		
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	<ul style="list-style-type: none"> <li>1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.</li> <li>1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on a student's existing artwork.</li> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change.</li> <li>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.</li> </ul>
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	

	Grade 12: Proficient	<ul style="list-style-type: none"> <li>1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan.</li> <li>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.</li> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</li> <li>1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work.</li> <li>1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>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.</li> <li>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.</li> </ul>
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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:	<ul style="list-style-type: none"> <li>1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.</li> </ul>

	Proficient	
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.</li> </ul>
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences.</li> <li>1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</li> <li>1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life.</li> <li>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.</li> </ul>
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</li> </ul>
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	

	Grade 12: Proficient	<ul style="list-style-type: none"> <li>1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art.</li> <li>1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Social Emotional Learning Competencies (<a href="#">link</a>)</b>		
SEL.PK-12.1: Self-Awareness		<ol style="list-style-type: none"> <li>1. Recognize one's feelings and thoughts</li> <li>2. Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>3. Recognize one's personal traits, strengths and limitations</li> <li>4. Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ol>
SEL.PK-12.2: Self-Management		<ol style="list-style-type: none"> <li>5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors</li> <li>6. Recognize the skills needed to establish and achieve personal and educational goals</li> <li>7. Identify and apply ways to persevere or overcome barriers through alternative</li> </ol>

	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	
<b>English Language Arts (2016/CCSS)</b>	
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.
<b>Career Readiness, Life Literacies, and Key Skills (2020)</b>	
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.).
<b>Computer Science and Design Thinking (2020)</b>	
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.
<b>Technology</b>	
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.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<b>Anchor Standard: 1.</b> Generating and conceptualizing ideas. (Creating)	
<p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</p> <p>Why do artists follow or break from established traditions?</p> <p>How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>
<b>Anchor Standard 2:</b> Organizing and developing ideas. (Creating)	
<p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> <p>How do artists and designers care for and maintain materials, tools, and equipment?</p> <p>Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?</p> <p>What responsibilities come with the freedom to create?</p> <p>How do objects, places, and design shape lives and communities?</p>



	<p>How do artists and designers determine goals for designing or redesigning objects, places, or systems?</p> <p>How do artists and designers create works of art or design that effectively communicate?</p>
<b>Anchor Standard: 3.</b> Refining and completing products. (Creating)	
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<p>What role does persistence play in revising, refining, and developing work?</p> <p>How do artists grow and become accomplished in art forms?</p> <p>How does collaboratively reflecting on a work help us experience it more completely?</p>
<b>Anchor Standard: 4.</b> 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?
<b>Anchor Standard: 5.</b> 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.	<p>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer?</p> <p>What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>
<b>Anchor Standard: 6.</b> 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?
<b>Anchor Standard: 7.</b> 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.	<p>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?</p>
<b>Anchor Standard: 8.</b> 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?
<b>Anchor Standard: 9.</b> 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?
<b>Anchor Standard: 10.</b> 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?
<b>Anchor Standard: 11.</b> 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?
<ul style="list-style-type: none"> <li>Graphic Design is a field that provides visual communication to a larger audience</li> <li>Graphic Designers combine both problem solving methods with aesthetic outcomes to create their pieces.</li> <li>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.</li> <li>Graphic Designers must follow a series of steps in order to create effective designs that communicate the intended message</li> <li>Graphic Designers need to combine their knowledge of the Elements of Art and Principles of Design in order to create successful designs</li> </ul>	<ul style="list-style-type: none"> <li>What is graphic design?</li> <li>What is the purpose of graphic design?</li> <li>How does the design process help designers to solve visual communication problems?</li> <li>What makes a graphic design project successful?</li> <li>What are the various career options within the graphic design field?</li> <li>How can designers recognize the real problem they are trying to solve within their final products?</li> <li>Why is learning and research important in the design process?</li> <li>Why is it important to explore many different options before coming up with your final design?</li> <li>Why does sharing your work with others help with creating a successful artwork?</li> <li>How can you successfully critique your peer's work in order to provide helpful feedback?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<b>Formative:</b> <ul style="list-style-type: none"> <li><b>Observational notes and questioning</b> - 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.</li> <li><b>Monthly Homework Assessment</b> - In order to assist with students developing into professionals Graphic Designers, implement a series of homework assignments that allow them to develop their portfolio and professional products. Students will create the following throughout the year: Business Cards, Artist Postcards, Commission rates, professional portfolios.</li> <li><b>The 5 Steps of the Design Process</b> - 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</li> </ul>	

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 - How can you become a successful Graphic Designer? How can you build a successful portfolio? How can you spread your work to clients to become noticed?
    - Learning - Creating a Mood Board that represents what they want to accomplish and develop for themselves throughout the year.
- 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: *Recreating a Piece of Work*** - After teaching the separate steps and providing students with mini activities for the first 2 steps (refer to “The 5 Steps of the Design Process” within the formative assessments) Following the mini activities assign a final project that asks them to explore all 5 steps on their own to re-create a piece of artwork that they previously created within the last two years.. Within this final assessment students will explore the last three steps of the Design Process: Generate Ideas, Design Development, and Implementation. 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
  - Generate Ideas - Creating different compositions for the re-created project
  - Design Development - Re-creating a final piece of artwork
  - Implementation - Showcasing the final

## Objectives (SLO)

Students will know:

Students will be able to:

<ul style="list-style-type: none"> <li>● Critique as an important aspect to reflection on the art making process, content, and finished project.</li> <li>● With a growth mindset, failure is an important part of success.</li> <li>● Innovative ideas or innovation can lead to career opportunities.</li> <li>● One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.</li> <li>● Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration.</li> <li>● The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings.</li> <li>● Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works.</li> </ul>	<ul style="list-style-type: none"> <li>● Use multiple approaches to begin creative endeavors.</li> <li>● Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process.</li> <li>● Create works of art which demonstrate a variety of compositional techniques.</li> <li>● Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings.</li> <li>● Respond to artworks by peers and by artists across time/culture to develop communication and understanding.</li> <li>● Examine artwork by a variety of artists from diverse racial and cultural backgrounds.</li> <li>● Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community.</li> </ul>
<ul style="list-style-type: none"> <li>● The skills needed to create successful digital design <ul style="list-style-type: none"> <li>○ Advanced strategies within the Adobe Suite Applications</li> <li>○ Enforcing the practice of starting with research - thumbnail sketching - to the final piece of artwork. - <i>Emphasis</i> on research within this course</li> <li>○ Utilizing both the Elements of Art and Principles of Design</li> </ul> </li> <li>● The 5 main steps graphic designers take in order to create effective designs <ul style="list-style-type: none"> <li>○ Define the Problem</li> <li>○ Learning</li> <li>○ Generate Ideas</li> <li>○ Design Development</li> <li>○ Implementation</li> </ul> </li> <li>● How to use critiquing methods in order to provide helpful feedback to their own work as well as peer's work</li> <li>● The career choices of graphic designers <ul style="list-style-type: none"> <li>○ Visual Identity</li> <li>○ Marketing and Advertising</li> <li>○ User Interface - UX/UI</li> <li>○ Publication</li> <li>○ Packaging</li> <li>○ Motion Graphics</li> <li>○ Environmental</li> <li>○ Arts and Illustration</li> </ul> </li> <li>● How to develop a professional presence within the Art Community and the different products and</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Demonstrate</b> 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 to create an effective design. (<i>Application</i>)</li> <li>● <b>Examine</b> the different ways graphic designers utilize the design process in order to create effective designs that communicate a visual message to their audiences (<i>Analyze</i>)</li> <li>● <b>Experiment</b> how to develop a professional portfolio and presence within the field of Graphic Design. (<i>Application</i>)</li> <li>● <b>Create</b> multiple pieces of artworks that explore the different steps of the design process (<i>Synthesis</i>)</li> <li>● <b>Evaluate and analyze</b> 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. (<i>Evaluation</i>)</li> </ul> <p><b><i>Design Process</i></b></p> <ul style="list-style-type: none"> <li>● Identify the steps Designers take by comparing and contrasting the 5 steps that make up the Design Process: Define the Problem, Learn, Generate Ideas, Design Development, and Implementation</li> <li>● Create/revise a Digital artwork that will take the 5 steps within the Design Process into consideration.</li> </ul>

techniques that can be used to strengthen their presence.

- Create a mood board that will identify how they want to grow as both students and Graphic Designers.

### Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Titles/links

Resources (websites, books, videos):

- Graphic Design Curriculum 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

### Modifications

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

ELL - 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		
<p>The unit will explore the power of words within compositions through the use of typography. 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. Students will implement their prior knowledge of typography in order to develop advanced typography techniques within the Adobe Suite. Typography techniques will also be applied to professional products.</p>		
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		
NJSL: Visual and Performing Arts ( <a href="#">link</a> )		
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	<ul style="list-style-type: none"> <li>1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.</li> <li>1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on student's existing artwork.</li> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change.</li> <li>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.</li> </ul>
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12: Proficient	<ul style="list-style-type: none"> <li>1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan.</li> <li>1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may</li> </ul>

		<p>impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</li> <li>1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work.</li> <li>1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>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.</li> <li>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.</li> </ul>
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.</li> </ul>
	Grade 12:	<ul style="list-style-type: none"> <li>1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</li> </ul>



	Accomplished	
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.</li> </ul>
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences.</li> <li>1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</li> <li>1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life.</li> <li>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.</li> </ul>
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</li> </ul>
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> <li>1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.</li> </ul>

	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art.</li> <li>1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Social Emotional Learning Competencies (<a href="#">link</a>)</b>		
SEL.PK-12.1: Self-Awareness		<ol style="list-style-type: none"> <li>1. Recognize one's feelings and thoughts</li> <li>2. Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>3. Recognize one's personal traits, strengths and limitations</li> <li>4. Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ol>
SEL.PK-12.2: Self-Management		<ol style="list-style-type: none"> <li>5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors</li> <li>6. Recognize the skills needed to establish and achieve personal and educational goals</li> <li>7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> </ol>
SEL.PK-12.3:		<ol style="list-style-type: none"> <li>8. Recognize and identify the thoughts, feelings and perspectives of others</li> </ol>

Social-Awareness	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	
<b>English Language Arts (2016/CCSS)</b>	
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.
<b>Career Readiness, Life Literacies, and Key Skills (2020)</b>	
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.).

<b>Computer Science and Design Thinking (2020)</b>	
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.
<b>Technology</b>	
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.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<b>Anchor Standard: 1.</b> Generating and conceptualizing ideas. (Creating)	
<p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</p> <p>Why do artists follow or break from established traditions?</p> <p>How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>
<b>Anchor Standard 2:</b> Organizing and developing ideas. (Creating)	
<p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> <p>How do artists and designers care for and maintain materials, tools, and equipment?</p> <p>Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?</p> <p>What responsibilities come with the freedom to create?</p> <p>How do objects, places, and design shape lives and communities?</p> <p>How do artists and designers determine goals for designing or redesigning objects, places, or systems?</p> <p>How do artists and designers create works of art or design that effectively communicate?</p>

<b>Anchor Standard: 3.</b> Refining and completing products. (Creating)	
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<p>What role does persistence play in revising, refining, and developing work?</p> <p>How do artists grow and become accomplished in art forms?</p> <p>How does collaboratively reflecting on a work help us experience it more completely?</p>
<b>Anchor Standard: 4.</b> 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?
<b>Anchor Standard: 5.</b> 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.	<p>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer?</p> <p>What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>
<b>Anchor Standard: 6.</b> 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?
<b>Anchor Standard: 7.</b> 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?
<b>Anchor Standard: 8.</b> 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?
<b>Anchor Standard: 9.</b> 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?

<b>Anchor Standard: 10.</b> 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?
<b>Anchor Standard: 11.</b> 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?
<ul style="list-style-type: none"> <li>• Typography is the art and technique of arranging type</li> <li>• Typography is used within many different graphic design fields - Visual Identity (logos), Product packaging, Marketing and Advertisements, etc.</li> <li>• Typography portrays a message to its audience - visual aesthetics, legibility, and verbal aspects need to be considered when creating typography for a project</li> <li>• Understanding typography will help to strengthen graphic design pieces.</li> <li>• The use of typography can be seen practically everywhere - products we buy, the technology we use, menus, etc</li> <li>• Combining Typography with our understanding of Principles of Design can lead to interesting compositions</li> <li>• Learning about the history of the alphabet and the written word provides us with a better understanding of how to use typography effectively.</li> <li>• Typography, similar to the human body, has anatomy and a series of words that are associated with the different parts of the text.</li> <li>• Typography is essential to syntax - an arrangement of words and phrases to create well informed sentences in language</li> </ul>	<ul style="list-style-type: none"> <li>• How can typography help sell a product to a customer?</li> <li>• What is typography and how can you use it effectively?</li> <li>• Why does learning about the alphabet and the anatomy of typography help to enhance our knowledge of using typography in our compositions?</li> <li>• Why are certain fonts used for different purposes? - example: sans serif fonts are usually used on computer screens</li> <li>• How can one represent emotions through typography?</li> <li>• Why do designers use hierarchy to organize type?</li> <li>• How does typography affect design, communication, and function?</li> <li>• Why does sharing your work with others help with creating a successful artwork?</li> <li>• How can you successfully critique your peer's work in order to provide helpful feedback?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<b>Formative:</b> <ul style="list-style-type: none"> <li>• <b>Observational notes and questioning</b> - 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</li> </ul>	

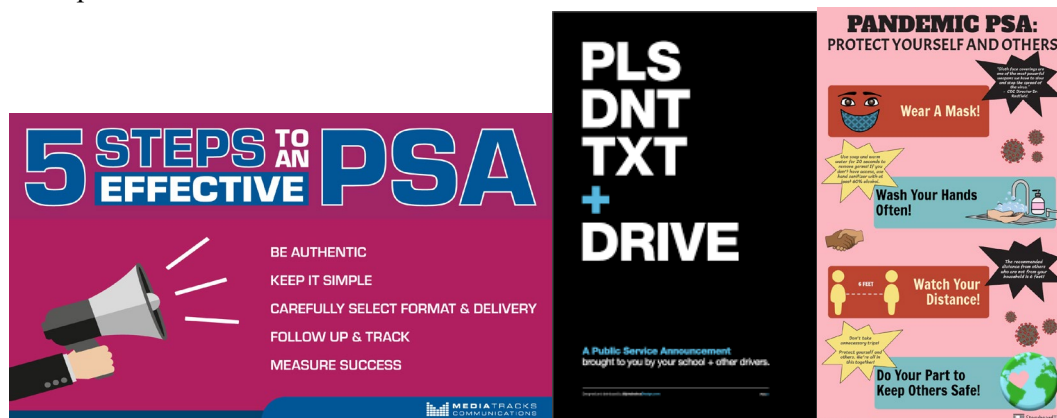
Tickets and Do Nows. Examples include: Turn and Talk, 3-2-1, 140 Characters (twitter post), self analysis questions.

- **Monthly Homework Assessment** - In order to assist with students developing into professionals Graphic Designers, implement a series of homework assignments that allow them to develop their portfolio and professional products. Students will create the following throughout the year: Business Cards, Artist Postcards, Commission rates, professional portfolios.
- 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:

- **Editorial Design - Public Service Announcement** - After learning about Public Service Announcements and how graphic designers have contributed to them throughout the years, students will create their own PSA editorial design. The PSA students' research can be decided based on current events (example: The Social Dilemma). Students can decide how they want to represent their project: print, video, etc. but focus will be on how typography can help strengthen the message to their audience. 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 typography in an editorial design); Participation Throughout the Art Creating Process; Critiquing Methods

○ Examples:



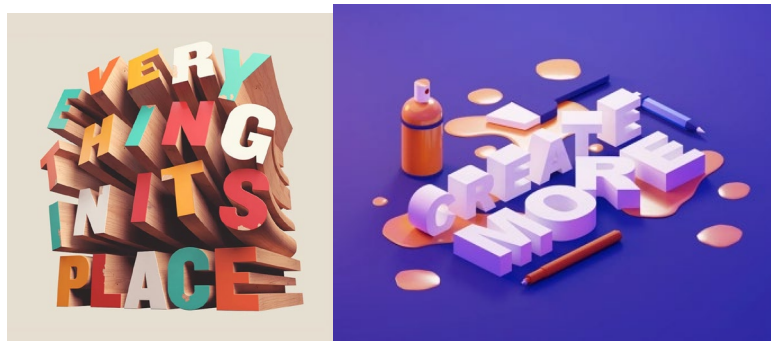
- **Editorial Design - Brochure** - After learning about font pairing along with how to combine typography with images students will create a Mock-up for a Brochure. The Brochure can represent anything the student feels passionate about. Emphasis the importance of research before completing the final product. Students should be able to explain their reasoning to the font types used within their final design. 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 typography in an editorial design); Participation Throughout the Art Creating Process; Critiquing Methods

○ Examples:



- **3D Typography** - Students will create a 3D typography composition that represents Iconicity in some sort of way. This project introduces how to create 3D type in Photoshop and how to distort images to create clipping masks to the 3D type. 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 3D typography); Participation Throughout the Art Creating Process; Critiquing Methods

- Examples:



## Objectives (SLO)

### Students will know:

- 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.

### Students will be able to:

- 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.



- 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
  - Kerning
  - Hierarchy
- 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 advanced compositions that includes both typography and imagery effectively
- 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
- How to create Mock-ups and Die-lines that utilize typography - Brochures, Magazine Spreads
- How Public Service Announcements were utilized throughout history
  - Wildfire Prevention
  - American Red Cross
  - Drunk Driving Prevention
  - Aids Prevention
- How to utilize clipping masks and 3D typography techniques within a composition.

- **Demonstrate** an understanding of editorial design and how a graphic designer utilizes mock-ups and dielines to create effective designs . (*Application*)
- **Examine** the different ways typography is used within publications and how it can be used within editorial compositions (*Analyze*)
- **Create** multiple pieces of artworks that explore editorial typography and use different font pairings and families. (*Synthesis*)
- **Create** compositions that explore how to combine typography, layouts and imagery together successfully (*Synthesis*)
- **Create** a composition that explores 3D typography using Photoshop. (*Synthesis*)
- **Evaluate and analyze** the use of typography within their own, their peers, and media artworks in order to develop a better understanding of how typography can strengthen a composition. (*Evaluation*)

### ***Editorial Design***

- Create a flier that can be implemented to the general public to bring awareness to dangerous effects of using social media excessively.
- Describe how advertisements and public service announcements are used within graphic design.
- Explain the effects of functional typography with the overall layout of an editorial design.
- Identify experiences or products that need typography redesign.

## Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Titles/links

Resources (websites, books, videos):

- PSA: <https://www.adcouncil.org/our-story/our-history/the-classics>

Technology Tools:

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

## Modifications

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

ELL - 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		
Branding		
Summary and Rationale		
<p>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. Branding is a category in Graphic Design that uses the visual components created by graphic designers to represent a client's company. A company's brand comes with many sub-categories that graphic designers are responsible for creating - logos, social media presence, and overall marketing of the company. Within this unit, the focus will be on creating the projects when branding new and existing companies. By using interdisciplinary studies with CTE (marketing) students, graphic designers within this unit will practice people-skills and how to cultivate relationships with others successfully. Products made within the unit will enhance student's portfolios for future career paths.</p>		
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 ( <a href="#">link</a> )		
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	<ul style="list-style-type: none"> <li>1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.</li> <li>1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on a student's existing artwork.</li> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change.</li> <li>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.</li> </ul>
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	

	Grade 12: Proficient	<ul style="list-style-type: none"> <li>1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan.</li> <li>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.</li> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</li> <li>1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work.</li> <li>1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>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.</li> <li>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.</li> </ul>
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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:	<ul style="list-style-type: none"> <li>1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.</li> </ul>

	Proficient	
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.</li> </ul>
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences.</li> <li>1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</li> <li>1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life.</li> <li>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.</li> </ul>
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</li> </ul>
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	

	Grade 12: Proficient	<ul style="list-style-type: none"> <li>1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art.</li> <li>1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Social Emotional Learning Competencies (<a href="#">link</a>)</b>		
SEL.PK-12.1: Self-Awareness		<ol style="list-style-type: none"> <li>1. Recognize one's feelings and thoughts</li> <li>2. Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>3. Recognize one's personal traits, strengths and limitations</li> <li>4. Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ol>
SEL.PK-12.2: Self-Management		<ol style="list-style-type: none"> <li>5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors</li> <li>6. Recognize the skills needed to establish and achieve personal and educational goals</li> <li>7. Identify and apply ways to persevere or overcome barriers through alternative</li> </ol>

	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	
<b>English Language Arts (2016/CCSS)</b>	
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.
<b>Career Readiness, Life Literacies, and Key Skills (2020)</b>	
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.).
<b>Computer Science and Design Thinking (2020)</b>	
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.
<b>Technology</b>	
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.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<b>Anchor Standard: 1.</b> Generating and conceptualizing ideas. (Creating)	
<p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</p> <p>Why do artists follow or break from established traditions?</p> <p>How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>
<b>Anchor Standard 2:</b> Organizing and developing ideas. (Creating)	
<p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> <p>How do artists and designers care for and maintain materials, tools, and equipment?</p> <p>Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?</p>

	<p>What responsibilities come with the freedom to create?</p> <p>How do objects, places, and design shape lives and communities?</p> <p>How do artists and designers determine goals for designing or redesigning objects, places, or systems?</p> <p>How do artists and designers create works of art or design that effectively communicate?</p>
<b>Anchor Standard: 3.</b> Refining and completing products. (Creating)	
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<p>What role does persistence play in revising, refining, and developing work?</p> <p>How do artists grow and become accomplished in art forms?</p> <p>How does collaboratively reflecting on a work help us experience it more completely?</p>
<b>Anchor Standard: 4.</b> 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?
<b>Anchor Standard: 5.</b> 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.	<p>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer?</p> <p>What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>
<b>Anchor Standard: 6.</b> 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?
<b>Anchor Standard: 7.</b> 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?
<b>Anchor Standard: 8.</b> 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?

<b>Anchor Standard: 9.</b> 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?
<b>Anchor Standard: 10.</b> 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?
<b>Anchor Standard: 11.</b> 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?
<ul style="list-style-type: none"> <li>Graphic Design is a problem solving field - designers solve client problems through their art.</li> <li>By solving problems, designers relay and communicate the client's messages through their art.</li> <li>Graphic designers need to work well with others in order to be successful within the field - Working with clients is part of the profession</li> <li>There are a set of tips/rules that help graphic designers maintain healthy and professional relationships with the clients they work for.</li> <li>Designers create graphic images in many different ways for many different purposes, all depending on the project assigned to them.</li> <li>Branding a company comes with many different components (examples: logos, social media, website design, business cards etc)</li> </ul>	<ul style="list-style-type: none"> <li>Why is it important to maintain excellent client skills when working as a graphic designer?</li> <li>What are the main tips a graphic designer should follow when working with a client?</li> <li>What are the steps that should be taken when you have a disagreement with the client you are working for?</li> <li>What are the different components needed in order to create successful branding for a company?</li> <li>How can you utilize mock-up files?</li> <li>What is the difference between a mock-up file and the final product?</li> <li>Why are Mock-up files important to graphic designers?</li> <li>Why do you need to create several different mock-ups when branding a company?</li> <li>Why does sharing your work with others help with creating a successful artwork?</li> <li>How can you successfully critique your peer's work in order to provide helpful feedback?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
Formative: <ul style="list-style-type: none"> <li><b>Observational notes and questioning</b> - 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.</li> <li><b>Monthly Homework Assessment</b> - In order to assist with students developing into professionals Graphic Designers, implement a series of homework assignments that allow them to develop their portfolio and</li> </ul>	

professional products. Students will create the following throughout the year: Business Cards, Artist Postcards, Commission rates, professional portfolios.

- **Advertisement (Billboard Design)** - After revisiting Advertisement Design allow students to take their skills a step forward by asking them to create an advertisement that can be showcased on a billboard. This mini project is used to assess student's prior knowledge and help them to segway to future projects within the unit.

- Example



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- 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:

- **Subscription Boxes** - After receiving Subscription Box ideas from Marketing Students, students will be responsible to implement their Client Relationship skills in order to successfully complete the project. Completed subscription boxes need to include both a mock-up and dieline. Students need to make revisions throughout the art-making process to make sure their designs meet the client's (marketing students) needs. 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

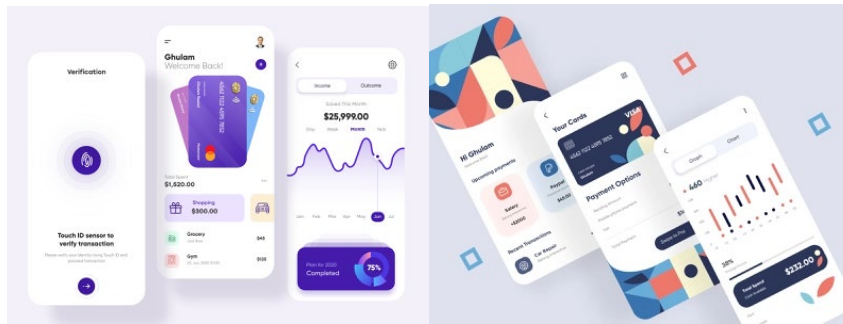
- Examples



- 
- **Mobile App Design** - After learning the difference between UX and Ui and how they create graphic design projects that help to brand a company/product, students will be responsible to create the UI design for their own mobile-based company. Students will utilize Adobe Xd, a new program in order to successfully complete their projects. Adobe Xd will allow students to connect the different interfaces within their app to one another. Students will be responsible to create 6 different pages within their mobile app. They will need to implement the following within their design: Color palette, Company Logo, Buttons, Links, etc. Allow creative freedom in terms of the company students want to create. 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 utilize Figma to create UI design for a mobile app); Participation Throughout the Art Creating Process; Critiquing Methods

○ Examples



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- **Creating a Company** - With this final project in the Unit, Students will need to brand a company of their choice. The products, logos, and UI design will be completely up to the student. Students will create products that they believe will best represent 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 brand a company); Participation Throughout the Art Creating Process; Critiquing Methods

○ Examples



○

## Objectives (SLO)

### Students will know:

- 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.

### Students will be able to:

- 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.

<ul style="list-style-type: none"> <li>● Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community.</li> </ul>
<ul style="list-style-type: none"> <li>● The career choices of graphic designers (bold choices are the focus of the unit) <ul style="list-style-type: none"> <li>○ <b>Visual Identity</b></li> <li>○ <b>Marketing and Advertising</b></li> <li>○ <b>User Interface - UX/UI</b></li> <li>○ Publication</li> <li>○ Packaging</li> <li>○ Motion Graphics</li> <li>○ Environmental</li> <li>○ Arts and Illustration</li> </ul> </li> <li>● The 5 Main Tips in order to Maintain Good Client Relationships <ul style="list-style-type: none"> <li>○ Remember you are the expert</li> <li>○ Remember they are the boss</li> <li>○ Document Everything</li> <li>○ Remember conflict resolution tactics</li> <li>○ Meet the deadline</li> </ul> </li> <li>● The different strategies used to create a successful advertisements <ul style="list-style-type: none"> <li>○ Make them: Relatable, Memorable, Inspire Trust, Invisible, Valuable</li> </ul> </li> <li>● The difference between UX and Ui designers <ul style="list-style-type: none"> <li>○ UX - User Experience (experience with the product)</li> <li>○ UI - User Interface (aesthetics elements)</li> </ul> </li> <li>● The different elements that go into branding an overall company - logos, products, website design, business cards etc.</li> <li>● How to navigate Adobe Xd (professional graphic design application) in order to create the UI of a mobile application</li> <li>● The difference between Mock-ups and Dielines</li> <li>● How to use Photoshop to create a successful Mock-up file of different products</li> <li>● How to use company branding in order to assist with creating a successful Mock-up</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Demonstrate</b> an understanding of the different steps needed in order to maintain a good client relationship. Good client relationships lead to successful careers for graphic designers. (<i>Application</i>)</li> <li>● <b>Demonstrate</b> an understanding of how to brand an overall company and all the components that need to be designed in order to brand a company successfully. (<i>Application</i>)</li> <li>● <b>Examine</b> the different ways graphic designers utilize branding techniques in order to create an effective company (<i>Analyze</i>)</li> <li>● <b>Create</b> multiple pieces of artworks that allow them to practice the difference between UI and UX design. (<i>Synthesis</i>)</li> <li>● <b>Create</b> multiple pieces of artwork that explore the world of Branding - Logos, Color Palette, Mock-ups of Products, website design etc. (<i>Synthesis</i>)</li> <li>● <b>Evaluate and analyze</b> the use of Branding within their own, their peers, and media artworks in order to develop a better understanding of how to strengthen a composition. (<i>Evaluation</i>)</li> </ul> <p><b>Branding</b></p> <ul style="list-style-type: none"> <li>● Compare and contrast the different types of product packaging that exist in the world today.</li> <li>● Differentiate between mock-ups and deadlines.</li> <li>● Create a company's overall branding by presenting products they would sell to the public.</li> <li>● Create a logo and package design for a subscription box. Students need to create at least two different variations of their subscription boxes designs to be presented in a mock-up.</li> </ul> <p><b>App Design</b></p> <ul style="list-style-type: none"> <li>● Create and design their own application using graphics and text. Students will need to design 6 different pages in the app that will all connect to each other.</li> </ul>

- Examine different tools that can be used to create and design an effective app with several pages that all connect to one another.
- Identify how different apps, that are already present within society, use their interfaces to create a successful experience for their users.

## Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

Resources (websites, books, videos):

- UI vs UX: <https://www.usertesting.com/blog/ui-vs-ux>
- 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

## Modifications

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

ELL - 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		
<p>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.</p>		
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		
NJSL: Visual and Performing Arts ( <a href="#">link</a> )		
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	<ul style="list-style-type: none"> <li>1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.</li> <li>1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on a student's existing artwork.</li> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change.</li> <li>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.</li> </ul>
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12:	<ul style="list-style-type: none"> <li>1.5.12prof.Cr2a - Engage in making a work of art or design without having a</li> </ul>

	Proficient	<p>preconceived plan.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</li> <li>1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work.</li> <li>1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>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.</li> <li>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.</li> </ul>
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.</li> </ul>

	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.</li> </ul>
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences.</li> <li>1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</li> <li>1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life.</li> <li>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.</li> </ul>
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</li> </ul>
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> <li>1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.</li> </ul>

	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
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	<ul style="list-style-type: none"> <li>1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art.</li> <li>1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.</li> </ul>
	Grade 12: Accomplished	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
	Grade 12: Advanced	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Social Emotional Learning Competencies (<a href="#">link</a>)</b>		
SEL.PK-12.1: Self-Awareness		<ol style="list-style-type: none"> <li>1. Recognize one's feelings and thoughts</li> <li>2. Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>3. Recognize one's personal traits, strengths and limitations</li> <li>4. Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ol>
SEL.PK-12.2: Self-Management		<ol style="list-style-type: none"> <li>5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors</li> <li>6. Recognize the skills needed to establish and achieve personal and educational goals</li> <li>7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> </ol>
SEL.PK-12.3:		<ol style="list-style-type: none"> <li>8. Recognize and identify the thoughts, feelings and perspectives of others</li> </ol>

Social-Awareness	<p>9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds</p> <p>10. Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <p>11. Demonstrate an awareness of the expectations for social interactions in a variety of settings</p>
SEL.PK-12.4: Relationship Skills	<p>12. Establish and maintain healthy relationships</p> <p>13. Utilize positive communication and social skills to interact effectively with others</p> <p>14. Identify ways to resist inappropriate social pressure</p> <p>15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p> <p>16. Identify who, when, where, or how to seek help for oneself or others when needed</p>
SEL.PK-12.5: Responsible Decision-Making	<p>17. Develop, implement and model effective problem solving and critical thinking skills</p> <p>18. Identify the consequences associated with one's actions in order to make constructive choices</p> <p>19. Evaluate personal, ethical, safety and civic impact of decisions</p>
Interdisciplinary Connections	
<b>English Language Arts (2016/CCSS)</b>	
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.
<b>Career Readiness, Life Literacies, and Key Skills (2020)</b>	
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.).

<b>Computer Science and Design Thinking (2020)</b>	
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.
<b>Technology</b>	
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.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<b>Anchor Standard: 1.</b> Generating and conceptualizing ideas. (Creating)	
<p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</p> <p>Why do artists follow or break from established traditions?</p> <p>How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>
<b>Anchor Standard 2:</b> Organizing and developing ideas. (Creating)	
<p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> <p>How do artists and designers care for and maintain materials, tools, and equipment?</p> <p>Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?</p> <p>What responsibilities come with the freedom to create?</p> <p>How do objects, places, and design shape lives and communities?</p> <p>How do artists and designers determine goals for designing or redesigning objects, places, or systems?</p> <p>How do artists and designers create works of art or design that effectively communicate?</p>

<b>Anchor Standard: 3.</b> Refining and completing products. (Creating)	
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<p>What role does persistence play in revising, refining, and developing work?</p> <p>How do artists grow and become accomplished in art forms?</p> <p>How does collaboratively reflecting on a work help us experience it more completely?</p>
<b>Anchor Standard: 4.</b> 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?
<b>Anchor Standard: 5.</b> 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.	<p>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer?</p> <p>What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>
<b>Anchor Standard: 6.</b> 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?
<b>Anchor Standard: 7.</b> 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?
<b>Anchor Standard: 8.</b> 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?
<b>Anchor Standard: 9.</b> 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?

<b>Anchor Standard: 10.</b> 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?
<b>Anchor Standard: 11.</b> 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?
<ul style="list-style-type: none"> <li>• An awareness of the formal roles of illustrative practices within the graphic design field</li> <li>• Illustration is a career field that allows artists to create work for books and publications, such as graphic novels, children books, newspapers and magazines</li> <li>• Illustration is a subcategory of Graphic Design - meaning they still solve problems within their artworks</li> <li>• 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.</li> <li>• 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</li> <li>• There are many different illustrator career choices that are different from graphic design career choices.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• What is an illustration?</li> <li>• How is an illustration different from a graphic design piece of artwork?</li> <li>• What are the differences from creating an illustration to solving a problem using graphic design tools and methods?</li> <li>• How can you successfully digitally shade your illustration, while keeping lighting in mind?</li> <li>• What is sequential art? Publication art? Concept art? And how do these types of art fall under the "illustrative" category?</li> <li>• What are some career choices that can be pursued within the illustration field?</li> <li>• How can you illustrate a story?</li> <li>• What are the main parts of a story?</li> <li>• How is concept art used to develop a final design?</li> <li>• What is a one-point perspective? Two point perspective? Why is it important in creating a piece of artwork?</li> <li>• Why does sharing your work with others help with creating a successful artwork?</li> <li>• How can you successfully critique your peer's work in order to provide helpful feedback?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
Formative: <ul style="list-style-type: none"> <li>• <b>Observational notes and questioning</b> - 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</li> </ul>	



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

- **Monthly Homework Assessment** - In order to assist with students developing into professionals Graphic Designers, implement a series of homework assignments that allow them to develop their portfolio and professional products. Students will create the following throughout the year: Business Cards, Artist Postcards, Commission rates, professional portfolios.
- **Character Design Challenge** - Taking a random prompt from the “Character Design Challenge” from the website (look for link in resources) assign students a mini project that allows them to create concept art for that character. The concept art created should feature a turn around, facial expressions, a brief statement introducing the character, and a color palette.
  - Character Design Link: <https://characterdesignreferences.com/news/theme-of-the-month>
- 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:

- **Concept Art (Short Story)** - After receiving story ideas from Language Art Students, students will be responsible to implement their Client Relationship skills in order to successfully complete the project. After reading the short stories provided to them, students will create concept art for that story. They will design the characters, props, and environment for the story. 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 concept art); Participation Throughout the Art Creating Process; Critiquing Methods; Completion of Required Materials

- Examples



- **Sticker Art** - Within this small project allow students to have complete creative freedom. After teaching students about sticker art and how artists use stickers as a form of graffiti to brand their style, allow students to really push their own styles within this project. Students should create a sticker that defines them as an artist. If applicable print out and distribute these stickers to the students.

- Examples



- 
- **Motion Graphics** - Provide students with a brief overview of animation. After teaching students the basics of animation, and about the timeline feature within Photoshop, allow students to animate a bouncing ball. Student's bouncing ball should take timing and spacing as well as the other Principles of Animation into consideration. Students will animate the bouncing ball using Photoshop's Timeline feature and create a seamless gif (loop animation). Students will be graded on the following criteria: Frames per second (24 frames or more in total), Ball bouncing twice, Simulation of a real ball, and Craftsmanship and Skill.
  - Examples:
    - <https://media1.tenor.com/images/aabc4626838bc66783c0e883772fdca1/tenor.gif?itemid=16793112>
    - <https://i.pinimg.com/originals/38/40/cf/3840cf7bb0e55b8650b041504f3864a0.gif>
    - <https://i.gifer.com/2mw5.gif>
- **Final for Graphic Design 2(end of the year assessment)** - The final assessment will revolve around creating and finalizing an art portfolio. Students within Graphic Design 2 often are at the end of their High School Art careers, therefore within this last assessment allow students to create a final piece of artwork of their choosing and combine their other pieces of work into a final website portfolio (weebly or google sites). Students should really push themselves within this last piece. Proposals and weekly check-ins should be implemented. Students should showcase their portfolios to the rest of their peers. 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 develop a portfolio); Participation Throughout the Art Creating Process; Critiquing Methods; Completion of Required Materials

## Objectives (SLO)

### Students will know:

- 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.

### Students will be able to:

- 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.

<ul style="list-style-type: none"> <li>● The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings.</li> <li>● Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works.</li> </ul>	<ul style="list-style-type: none"> <li>● Examine artwork by a variety of artists from diverse racial and cultural backgrounds.</li> <li>● Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community.</li> </ul>
<ul style="list-style-type: none"> <li>● The skills needed to create successful digital illustration <ul style="list-style-type: none"> <li>○ Advanced strategies within the Adobe Suite Applications</li> <li>○ How to utilize composition, positive and negative space, lighting, proportions, etc. within an illustration</li> <li>○ Utilizing both the Elements of Art and Principles of Design</li> </ul> </li> <li>● Different illustrative career choices <ul style="list-style-type: none"> <li>○ Comic Book Illustrator</li> <li>○ Forensic Artists</li> <li>○ Film Storyboarding</li> <li>○ Fashion Illustrator</li> <li>○ Medical Illustrator</li> <li>○ Fine Art Illustrator</li> <li>○ Book Cover Artist</li> </ul> </li> <li>● The differences and similarities between graphic design and illustration <ul style="list-style-type: none"> <li>○ Illustrators - use their art to tell a story. Practice with creating specific images</li> <li>○ Graphic Designers - Focus on problem solving. Emphasis on the entire piece - color, fonts, layouts</li> </ul> </li> <li>● How to use critiquing methods in order to provide helpful feedback to illustrative based work</li> <li>● The different types of concept art careers <ul style="list-style-type: none"> <li>○ Character Design</li> <li>○ Environmental Design</li> <li>○ Prop Design</li> <li>○ Weapon Design</li> <li>○ Vehicle Design</li> </ul> </li> <li>● Concept art is development when creating many different projects <ul style="list-style-type: none"> <li>○ Movies, television shows, video games, comic books</li> </ul> </li> <li>● How to create turnarounds and practice exaggerated and dynamic facial expressions.</li> <li>● The definition of "The Persistence of Vision" and how it applies to animation <ul style="list-style-type: none"> <li>○ How the eye takes in different aspects of what it sees and translates them into different areas of the visual cortex</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Demonstrate</b> an understanding of the different steps, methods, and key terms that are used when creating a concept art (<i>Application</i>)</li> <li>● <b>Examine</b> the different ways illustrators are different and similar to graphic designers. Examine the different career choices and projects that can be created. (<i>Analyze</i>)</li> <li>● <b>Create</b> and design concept art that illustrates the making of a short story - turnarounds, environment, props, character briefs, etc.. (<i>Synthesis</i>)</li> <li>● <b>Create</b> a portfolio of completed artworks that can be showcased to a larger audience. (<i>Synthesis</i>)</li> <li>● <b>Evaluate and analyze</b> the use of the illustrative practices within their own, their peers, and media artworks in order to develop a better understanding of how to strengthen a sequential art composition. (<i>Evaluation</i>)</li> </ul> <p><b>Concept Art</b></p> <ul style="list-style-type: none"> <li>● Compare and contrast the different types of concept art that is being created within the entertainment industry.</li> <li>● Implement vocabulary and techniques taught when learning about concept art in order to create their own concept art.</li> <li>● Create concept art for either a story they created or provided to them by writing samples created by a Language Arts student.</li> </ul> <p><b>Animation</b></p> <ul style="list-style-type: none"> <li>● Examine the animation basics through several different videos. Videos will be centered on the idea of how animation involves both timing and spacing and how the brain creates the illusion of movement through several images transitioned at a faster pace.</li> <li>● Identify the different events that happened throughout animation history in order to</li> </ul>

- To create a typical animation sequence an artist needs to animation 24 frames (images) per second
- How to create an animation using the Timeline Feature within Photoshop.
- How to utilize the 12 Principles of Design (more specifically “Squash and Stretch”) in order to create an animation of a bouncing ball.
- That animators focus on both Extreme and in-between frames within an animation.

understand how moving graphics have evolved throughout the years and why animators animate the way they do now.

- Create a flip-book of a ball bouncing by taking into consideration the timing and spacing of the bouncing ball.
- Create a bouncing ball in Photoshop using a series of 24 frames per second.
- Design their own animated gif using the information taught about animation.

### ***Final Project***

- Create and design their own websites that will have the following criteria: Homepage, Artist Statement Introduction, and work that they have created throughout the year.
- Examine and identify the different building tools that are available on Weebly in order to create their own websites.
- Create an artist statement based on their finished artworks and themselves as an artist.
- Create and design one last art piece that will encompass their time at Nutley High School using the skills, tools, and materials that were taught throughout their time at Nutley High School.

## **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):

- Concept Art: <https://conceptartworld.com/>
- What does a concept artist do?: <https://www.cgspectrum.com/blog/what-is-concept-art>
- Character Design Challenge: <https://characterdesignreferences.com/news/theme-of-the-month>

Technology Tools:

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

- Tablets
- Websites

## Modifications

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

ELL - 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.