



Intro to Digital Media

9-12, Fine and Performing Arts

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Effective Date: Fall 2022

Scope and Sequence

- [Unit 1:](#) Introduction to the Digital Process
- [Unit 2:](#) 2D Design Basics
- [Unit 3:](#) Color Theory
- [Unit 4:](#) Introduction to Typography

Month	Unit	Activities/Assessments
September MP 1	Unit 1: Introduction to the Digital Process	<ul style="list-style-type: none"> ● Introduction to Macintosh Operating System ● File Management, Hardware vs Software, Different types of computers, Internet Safety, Typing Strategies ● Introduction to Graphic Design - Designer Research
October MP1	Unit 1: Introduction to the Digital Process	<ul style="list-style-type: none"> ● Introduction to the Elements of Art ● Introduction to the art making process - Thumbnails, Rough Sketch, Comprehensive Design ● Introduction to Adobe Photoshop
November MP 2	Unit 2 - 2D Design Basics	<ul style="list-style-type: none"> ● Points, Lines, Planes - What are they and how to apply them to a design project ● Gestalt Principles - How human group things
December MP 2	Unit 2 - 2D Design Basics	<ul style="list-style-type: none"> ● Introduction to Principles of Design ● Introduction to Adobe Illustrator
January MP 3	Unit 3 - Color	<ul style="list-style-type: none"> ● Color Harmonies ● Emotions through Colors
February MP 3	Unit 3 - Color	<ul style="list-style-type: none"> ● Color Wheel Compositions ● Monochromatic Compositions
March MP 3	Unit 3 - Color	<ul style="list-style-type: none"> ● Color Palettes - within movies and the world around them ● Digital Shading
April MP 4	Unit 4 - Typography	<ul style="list-style-type: none"> ● History of the Alphabet and font families ● Using Text in the Adobe Suite ● Introduction to InDesign

May MP 4	Unit 4 - Typography	<ul style="list-style-type: none">• Letterform Compositions• Pictographs and Iconicity• Art Show Preparations
June MP 4	Unit 4 - Typography	<ul style="list-style-type: none">• Final Project• Reflect on work created throughout the year

Unit 1

Introduction to the Digital Process

Summary and Rationale

Students will be introduced to the world of Digital Media and Design. The course is designed to assist students who want to learn to navigate the Macintosh Operating System and learn about the Graphic Design creating process. Students will be provided with a foundation of the Elements of Art, Gestalt's Theory, Principles of Design, and how to use colors successfully within a composition by using applications within the Adobe Creative Suite, such as Photoshop, Illustrator, and InDesign. Within the unit students will be exposed to Graphic Designers throughout different cultures, from Asian, Latino, European, African, and American and how Graphic design has been changed and shaped throughout history. Analyzing works of art throughout different cultures and different times within history will allow students to shape their own styles and individual beliefs in their own future digital projects within proceeding units.

Recommended Pacing

Ongoing: Cumulative from September to June. (Information will be taught within the First Marking Period, but will be used throughout the year).

Standards

NJSLS: Visual and Performing Arts ([link](#))

1.5.12.Cr: CREATING: Conceiving and developing new artistic ideas and work.

1.5.12.Cr.1

1.5.12.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.

Grade 12:
Proficient

- 1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.
- 1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Grade 12:
Accomplished

- 1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on a student's existing artwork.
- 1.5.12acc.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Grade 12:
Advanced

- 1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change.
- 1.5.12adv.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

1.5.12.Cr.2

1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.

	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan. 1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work. 1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 1.5.12adv.Cr2b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. 1.5.12adv.Cr2c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cr3a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cr3a - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cr3a - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr4a - Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12:	<ul style="list-style-type: none"> 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.

	Proficient	
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr6a - Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life. 1.5.12adv.Re7b - Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	

	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.12.Cn.10	1.5.12.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cn10a - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
1.5.12.Cn.11	1.5.12.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art. 1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. 1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cn11a - Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.
Social Emotional Learning Competencies (link)		
SEL.PK-12.1: Self-Awareness	<ol style="list-style-type: none"> 1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges 	
SEL.PK-12.2: Self-Management	<ol style="list-style-type: none"> 5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative 	

	methods to achieve one's goals
SEL.PK-12.3: Social-Awareness	8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4: Relationship Skills	12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5: Responsible Decision-Making	17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions
Interdisciplinary Connections	
English Language Arts (2016/CCSS)	
RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Career Readiness, Life Literacies, and Key Skills (2020)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).
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Computer Science and Design Thinking (2020)

8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.
8.2.12.NT.1	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.

Technology

8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
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Instructional Focus

Enduring Understandings:	Essential Questions:
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Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)

<p>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>
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Anchor Standard 2: Organizing and developing ideas. (Creating)

<p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities?</p>
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	<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>
Anchor Standard: 3. Refining and completing products. (Creating)	
<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<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>
Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)	
<p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p>	<p>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?</p>
Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
<p>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>	<p>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>
Anchor Standard: 6. Conveying meaning through art. (Present/Produce)	
<p>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.</p>	<p>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?</p>
Anchor Standard: 7. Perceiving and analyzing products. (Respond)	
<p>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>	<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>
Anchor Standard: 8. Interpreting intent and meaning. (Respond)	
<p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>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?</p>
Anchor Standard: 9. Applying criteria to evaluate products. (Respond)	

<p>People evaluate art based on various criteria.</p>	<p>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?</p>
<p>Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)</p>	
<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<p>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?</p>
<p>Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)</p>	
<p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p>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?</p>
<ul style="list-style-type: none"> ● Technology is an integral part of our society - it is important to understand how to navigate the different types of operating systems in order to be a successful individual. ● Graphic Design is present within the world around us. Graphic Design projects can be viewed in the products we buy, books we read, and websites we use. ● Graphic Designers follow a series of steps in order to create a successful artwork - Thumbnail sketches, rough sketches, and comprehensive design (creating the final product) ● A graphic designer needs to apply the Elements of Art in order to produce a successful piece of art. 	<ul style="list-style-type: none"> ● What are the different parts of a computer and how do we use them? ● What is the difference between hardware and software? ● Why is it important to research different famous graphic designers before creating your own piece of artwork? ● What is graphic design and how is it utilized with the world around you? ● Why is understanding the history of graphic design important? ● Why is understanding how graphic design is developed within different cultures important? ● How do artists utilize the Elements of Art to create a successful piece of digital art?
<p>Evidence of Learning (Assessments)</p>	
<p>Formative:</p> <ul style="list-style-type: none"> ● Observational notes and questioning - As students are participating with the following summative assessments take note of students who are understanding and not understanding the topic. Ask students essential questions throughout the observational process. Observational notes can also be in the form of Exit Tickets and Do Nows. Examples include: Turn and Talk, 3-2-1, 140 Characters (twitter post), self analysis questions. ● Typing Test - Students will learn how to correctly utilize their hands over a keyboard to type effectively. Students will take two main speed tests - one before learning the new position of hands, and one after they have had practice with the new typing strategies. How students type should continually be observed throughout the year to enforce this new way of typing. ● Elements of Art - After each new Element of Art is taught, students will be taught a series of tools within Adobe Photoshop that correspond to that specific Element. Each new Element taught will allow students to explore more difficult tools within the program. Throughout this formative assessment, test student's skills on 	

the different tools within Photoshop and if they correctly represented the different Elements while utilizing the new tools.

- 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:

- **Graphic Designer Research** - Students will be responsible to research one of several different famous graphic designers. Students will be picking a graphic designer they find and are attracted to. Teacher will encourage students to find graphic designers from across the world, including different societies and cultures. Students will create an instagram post of their chosen graphic designer.. Students will be graded on the following criteria: Acquired Information (birth/death, inspirations, start of careers, how they shaped animation history, works of art), Organization of Information, Identification of Elements of Art within the artist’s piece, and their Responses to each other’s post
 - Example of Post: <https://www.instagram.com/p/B2NPLRZg-g-/>
- **Element of Art Zine** - After learning about the different Elements of Art, students will accumulate their created pieces (Elements of Art formative Assessment) within a final Zine. The Elements of Art Zine will consist of the following: (1) Three famous graphic designers' work that utilize the Elements of Art (2) Three artworks the student created that represent each of the different Elements (3) Definition of each of the Elements presented within the work. Zines will be completed within Indesign. Students will be graded on the following criteria: Understanding of the Information, Engagement and Participation, Creativity, Proper use of Digital Tools, and Craftsmanship and Skills.
 - How to Create a Zine (step by step guide): <http://experimentwithnature.com/03-found/experiment-with-paper-how-to-make-a-one-page-zine/#.YO2cghNKglg>

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- Zine template:
- **Unit 1 Final Assessment** - Students will be given a final test within the unit that will question their knowledge of the Elements of Art as well how to navigate the Mac Operating System and Adobe Photoshop and Indesign.

Objectives (SLO)

Students will know:

Students will be able to:

- Critique as an important aspect to reflection on the art making process, content, and finished project.
- With a growth mindset, failure is an important part of success.
- Innovative ideas or innovation can lead to career opportunities.
- One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.
- Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration.
- The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings.
- Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works.

- Use multiple approaches to begin creative endeavors.
- Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process.
- Create works of art which demonstrate a variety of compositional techniques.
- Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings.
- Respond to artworks by peers and by artists across time/culture to develop communication and understanding.
- Examine artwork by a variety of artists from diverse racial and cultural backgrounds.
- Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community.

- How to classify the different parts of a computer and distinguish how they are used effectively.
- The general history of graphic Design
 - 1700-1850 - Graphic Design and the Industrial Revolution
 - 1800-1950 - Arts and Crafts Movement
 - 1896-1972 - 20th Century Design
 - 1950-1960 - Corporate Identity & Visual Systems
 - 1975-1985 - Post Modern Design
 - 1990-Present - The Digital Revolution
- Graphic artists that are famous within the industry
 - Saul Bass, Paula Scher, Stefan Sagmeister, David Carson, Massimo Vignelli, Milton Glaser, Paul Rand, etc.
- The skills needed to create successful digital design
 - How to navigate the Mac Operating System for increase efficiency when working on projects
 - Using the following process: thumbnail sketch, rough sketch, final piece of artwork
 - Utilizing both the Elements of Art and Principles of Design
- How to utilize the Adobe Creative Suite to create different pieces of digital artworks - Focus on Photoshop and Indesign

- **Classify** how graphic design has advanced throughout history by implementing and using a timeline. (*application*)
- **Distinguish** the 7 Elements of Art within multiple different examples from graphic designers and their own personal artworks. (*analysis*)
- **Evaluate** graphic designer's intent through their work by analyzing and interpreting several different Elements of Art present within the work. (*evaluation*)
- **Create** their own Element of Art Zine using Photoshop and InDesign. (*synthesis*)

Introduction/Computer Basics/Mac Operating System

- Classify the different parts of a computer and distinguish how they are used effectively.
- Identify the different types of Operating Systems that are used by people around the world.
- Demonstrate how well they can type using the keyboard
- Classify graphic artists that are famous within the industry
- Interpret different artworks created by famous artists to determine the Elements of Art used within the artwork

Elements of Art

- Identify the Elements of Art by creating a zine of information acquired while learning about the Elements of Line, Shape, Form, Color, and Value within InDesign

- Compare and contrast different artworks created by famous graphic artists that represent the Elements of Line, Shape, Form, Color, and Value.
- Judge their peer's completed Zines based on that student's focus question.
- Execute a Digital Artwork that represents the Elements of Art within InDesign by identifying a series of tools and shortcuts within the program.
- Identify the Elements of Line, Shape, Form, Color and Value by creating an abstract representation in a series of thumbnail sketches.
- Compare and contrast different line, shape and color combinations.
- Judge their peer's Elements of Line, Shape, Form, Color and Value sketches by identifying which sketch represents the elements in an aesthetically pleasing manner.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Titles/links

Resources (websites, books, videos):

- Elements of Art Video - <https://youtu.be/iSbm21bhXVk>
- What is a computer: <https://www.youtube.com/watch?v=7cXEOWAStq4>
- List of Graphic Designers: <https://www.canva.com/learn/graphic-designers-instagram/>
- The Most Famous Graphic Designers: <https://www.canva.com/learn/famous-graphic-designers/>

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

2D Design Basics

Summary and Rationale

Now that students have acquired some basic background knowledge of computer systems and graphic design within different cultures, subjects, and mediums, this unit's main focus will be on how to design a composition using strategies such as using Point, Lines Planes, Gestalt's Theory, and Principles of Design. By also using prior knowledge of the Elements of Art, students will further learn how to create coherent compositions. Students will simplify their meaning of a traditional piece of artwork in a graphic design piece, in order to relay information to a mass audience, quickly and effectively. This unit will also introduce students to a new application with the Adobe Suite: Illustrator. Used by many graphic designers across different careers, Illustrator utilizes vector-like processes to ensure that artworks can transfer to any product without pixelating; which is important within the graphic design world.

Recommended Pacing

Ongoing: Cumulative from September to June. (Information will be taught within the second Marking Period, but will be used throughout the year).

Standards

NJSLS: Visual and Performing Arts ([link](#))

1.5.12.Cr: CREATING: Conceiving and developing new artistic ideas and work.

1.5.12.Cr.1

1.5.12.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.

Grade 12:
Proficient

- 1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.
- 1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Grade 12:
Accomplished

- 1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on a student's existing artwork.
- 1.5.12acc.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Grade 12:
Advanced

- 1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change.
- 1.5.12adv.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

1.5.12.Cr.2

1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.

	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan. 1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work. 1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 1.5.12adv.Cr2b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. 1.5.12adv.Cr2c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cr3a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cr3a - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cr3a - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr4a - Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12:	<ul style="list-style-type: none"> 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.

	Proficient	
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr6a - Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life. 1.5.12adv.Re7b - Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	

	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.12.Cn.10	1.5.12.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cn10a - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
1.5.12.Cn.11	1.5.12.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art. 1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. 1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cn11a - Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.
Social Emotional Learning Competencies (link)		
SEL.PK-12.1: Self-Awareness	<ol style="list-style-type: none"> 1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges 	
SEL.PK-12.2: Self-Management	<ol style="list-style-type: none"> 5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative 	

	methods to achieve one's goals
SEL.PK-12.3: Social-Awareness	8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4: Relationship Skills	12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5: Responsible Decision-Making	17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions
Interdisciplinary Connections	
English Language Arts (2016/CCSS)	
RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Career Readiness, Life Literacies, and Key Skills (2020)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).
Computer Science and Design Thinking (2020)	
8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.
Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Instructional Focus	
Enduring Understandings:	
Essential Questions:	
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	
<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>
Anchor Standard 2: 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>
Anchor Standard: 3. Refining and completing products. (Creating)	
<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<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>
Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)	
<p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p>	<p>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?</p>
Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
<p>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>	<p>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>
Anchor Standard: 6. Conveying meaning through art. (Present/Produce)	
<p>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.</p>	<p>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?</p>
Anchor Standard: 7. Perceiving and analyzing products. (Respond)	
<p>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>	<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>
Anchor Standard: 8. Interpreting intent and meaning. (Respond)	
<p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>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?</p>
Anchor Standard: 9. Applying criteria to evaluate products. (Respond)	

<p>People evaluate art based on various criteria.</p>	<p>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?</p>
<p>Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)</p>	
<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<p>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?</p>
<p>Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)</p>	
<p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p>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?</p>
<ul style="list-style-type: none"> ● An awareness of the role points, lines, and planes play in art and design ● An awareness of the roles Gestalt's Theory has in people's perception of art and design ● An awareness of the role of the Principles of Design and how it assists artists with creating the composition of their piece 	<ul style="list-style-type: none"> ● What are the differences between Points, Lines, and Planes? Which of the three (point, lines, planes) are most dominant within your graphic symbol? How can you simplify the world around us into points, lines, and planes? ● How can you identify the 6 Gestalt Principles within a piece of artwork? Why is it important to utilize the Gestalt Principles when creating a piece of work? ● How do designers utilize Points, Line, Planes, Gestalt's Theory, and Principles of Design when creating images? ● How do artists and designers create art differently? Why does a designer need to simplify their artwork unlike a traditional artist?
<p>Evidence of Learning (Assessments)</p>	
<p>Formative:</p> <ul style="list-style-type: none"> ● Observational notes and questioning - As students are participating with the following summative assessments take note of students who are understanding and not understanding the topic. Ask students essential questions throughout the observational process. Observational notes can also be in the form of Exit Tickets and Do Nows. Examples include: Turn and Talk, 3-2-1, 140 Characters (twitter post), self analysis questions. ● Gestalt Quiz - Students will be tested on a series of questions that will assess them on the 6 Gestalt Principles. ● 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:

- **Points, Lines, Planes** - After students learn about the three main strategies that are used by artists to create a graphic piece (Points, Lines, and Planes), they will be asked to convert a full rendered traditional drawing into a Graphic Symbol. By random choice, the teacher will ask students to create a graphic symbol of either a house, ballerina, and tree. Students will be told to use only the three elements to simplify their rendered drawings: points, lines or planes. Students will be graded on the following criteria: Craftsmanship and Skill; Points, lines, and planes; Creativity and Originality; Understanding the Content.
- **Gestalt’s Theory - The Black Square Problem** - Students will utilize their knowledge of Gestalt Principles to translate squares into the 6 different principles. Students will be told to use only squares within each piece, no matter the size, shape, or color. Students will be graded on the following criteria: Craftsmanship and Skill; Gestalt Principles; Creativity and Originality; Understanding the Content.
 - What are the Principles: <https://www.interaction-design.org/literature/topics/gestalt-principles>
- **Principle of Design - Artist Trading Cards** - After students have learned and practiced identifying the Principles of Design within different pieces of artworks, they will create an artist trading card that represents one of the seven Principles of Design - Students will utilize their knowledge of Principles of Design to translate an artist trading card to their assigned principle. Students will be graded on the following criteria: Craftsmanship and Skills, Utilization of the Elements of Art (composition), Engagement and Participation, Understanding the Content, Creativity and Originality
 - <https://i.pinimg.com/originals/e4/c2/4a/e4c24a56e2c72ffcd3a416752b9d8f4f.jpg>
 - <https://www.wopc.co.uk/images/countries/russia/simultane-large.jpg>
 - https://lh3.ggpht.com/_zoKJ77EvEc/TH88SKqj-mI/AAAAAAAAAHJw/hRAFW-64OS4/Playing-Cards-Erko%5B2%5D.jpg?imgmax=800
- **Unit 2 Test** - Students will be tested on a series of questions that will test them on the 6 Gestalt Principles, 7 Principles of Design, and Points, Lines, and Planes.

Objectives (SLO)

Students will know:	Students will be able to:
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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.

- Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works.

- Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community.

- How Graphic Designers use Points, Lines, and Planes to simplify their art to relay a message to their audience quick and effectively
- How people group things (sounds, visual stimuli, and feelings) together into a whole unit - this branch of psychology is known as Gestalt's Theory
 - Proximity
 - Closure
 - Symmetry
 - Figure-Ground
 - Continuation
 - Similarity
- How Graphic Designers utilize the Principles of Design to create an effective Design
 - Balance
 - Movement
 - Emphasis
 - Unity
 - Variety
 - Contrast
- How to critique works of art (peers, famous, their own) based on their use of Principles of Design and Gestalt Principles. Critiques will allow students to have a better understanding of Principles of Design and Gestalt Principles and will allow for revisions throughout the art creating process.

- **Classify** the different Gestalt Principles and develop an understanding of how people group things together into a whole unit (*application*)
- **Distinguish** the different Principles of Design and how to identify them within multiple pieces of artwork - their own and others. (*analysis*)
- **Evaluate** graphic designer's intent through their work by analyzing and interpreting several different Principles of Designs, Gestalt Principles, and Points, Lines and Planes present within the work. (*evaluation*)
- **Create** their own pieces of artwork that explore the subjects taught within the unit - Points, Lines, Planes; Gestalt Principles; Principles of Design. (*synthesis*)

Points, Lines, Planes

- Identify tools within Illustrator that will assist with creating a graphic representation of a fully rendered drawing.
- Compare and contrast point, line, and planes within multiple pieces of art as well as object/materials within the world around them.
- Create a Digital Artwork by translating the points, lines, and planes within a fully rendered drawing.

Gestalt Theories

- Compare and contrast the different Gestalt Principles that graphic designers utilize when creating a graphic artwork.
- Identify the definition and examples of how the 6 Gestalt Principles are utilized within graphic artworks by participating within a Google Form.
- Create 6 different Digital Artworks that will utilize different sized and colored squares. Artworks will need to illustrate the 6 different Gestalt Principles.

Principles of Design

- Compare and contrast the different Principles of Design that graphic designers utilize when creating a graphic artwork.
- Identify the definition and examples of how the Principles of Design are utilized within graphic artworks through research and review.
- Create a Digital Artwork that will utilize one of the seven Principles of Design by creating an artist trading card. Students will have creative freedom with this final product.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Titles/links

Resources (websites, books, videos):

- Principles of Design: https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf
- Gestalt Principles: <https://www.interaction-design.org/literature/topics/gestalt-principles>

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

Color Theory

Summary and Rationale

Within this unit students will explore the world of color. Color, being the most dominant element within any piece of artwork, has a lot to offer and teach. Students will learn and practice the use of the color wheel and multiple different color theories. Within the unit students will become familiar with the following: primary and secondary colors, warm and cool colors, tints, shades, and tones, and color harmonies such as complementary, triteray, triadiac, etc. With this combined knowledge students will strengthen their digital compositions and analytical skills.

Recommended Pacing

Ongoing: Cumulative from September to June. (Information will be taught within the First Marking Period, but will be used throughout the year).

Standards

NJSLS: Visual and Performing Arts ([link](#))

1.5.12.Cr: CREATING: Conceiving and developing new artistic ideas and work.

1.5.12.Cr.1	1.5.12.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.	
	Grade 12: Proficient	<ul style="list-style-type: none">1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
	Grade 12: Accomplished	<ul style="list-style-type: none">1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on a student's existing artwork.1.5.12acc.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
	Grade 12: Advanced	<ul style="list-style-type: none">1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change.1.5.12adv.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12: Proficient	<ul style="list-style-type: none">1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan.1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of

		<p>materials, tools, and equipment.</p> <ul style="list-style-type: none"> 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work. 1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 1.5.12adv.Cr2b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. 1.5.12adv.Cr2c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cr3a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cr3a - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cr3a - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr4a - Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr6a - Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life. 1.5.12adv.Re7b - Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.12.Cn.10	1.5.12.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cn10a - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
1.5.12.Cn.11	1.5.12.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art. 1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. 1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cn11a - Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.
Social Emotional Learning Competencies (link)		
SEL.PK-12.1: Self-Awareness	<ol style="list-style-type: none"> 1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges 	
SEL.PK-12.2: Self-Management	<ol style="list-style-type: none"> 5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals 	
SEL.PK-12.3: Social-Awareness	<ol style="list-style-type: none"> 8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints 	

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

8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.

Technology

8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
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Instructional Focus

Enduring Understandings:	Essential Questions:
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Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)

<p>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>
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Anchor Standard 2: Organizing and developing ideas. (Creating)

<p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>
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Anchor Standard: 3. Refining and completing products. (Creating)

<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<p>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>
<p>Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)</p>	
<p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p>	<p>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?</p>
<p>Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)</p>	
<p>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>	<p>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>
<p>Anchor Standard: 6. Conveying meaning through art. (Present/Produce)</p>	
<p>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.</p>	<p>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?</p>
<p>Anchor Standard: 7. Perceiving and analyzing products. (Respond)</p>	
<p>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>	<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>
<p>Anchor Standard: 8. Interpreting intent and meaning. (Respond)</p>	
<p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>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?</p>
<p>Anchor Standard: 9. Applying criteria to evaluate products. (Respond)</p>	
<p>People evaluate art based on various criteria.</p>	<p>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?</p>
<p>Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)</p>	

<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<p>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?</p>
<p>Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)</p>	
<p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p>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?</p>
<ul style="list-style-type: none"> ● The use of color can convey emotional meaning to a piece of artwork - prompting clients to purchase products ● Color impacts the message of the overall piece - color is the most dominant element perceived ● Color can be applied in many different combinations within digital pieces ● The color wheel can be used to assist with picking different color combinations - these color harmonies (when used correctly) can strengthen a piece of artwork ● Colors can be mixed together to produce a spectrum of colors - tints, shades, and tones 	<ul style="list-style-type: none"> ● How can color be used within a piece of artwork? ● Why do colors evoke certain emotions within the general public? How do these emotions differ between different cultures? ● How can you create an effective composition using one color? ● How can the color wheel assist an artist to identify the different color harmonies? ● How and why do color harmonies strengthen a piece? ● How can you create a composition that uses complementary color harmony? Tertiary? Tertiary? Etc. ● How does color affect the design of a piece?
<p>Evidence of Learning (Assessments)</p>	
<p>Formative:</p> <ul style="list-style-type: none"> ● Observational notes and questioning - As students are participating with the following summative assessments take note of students who are understanding and not understanding the topic. Ask students essential questions throughout the observational process. Observational notes can also be in the form of Exit Tickets and Do Nows. Examples include: Turn and Talk, 3-2-1, 140 Characters (twitter post), self analysis questions. ● Color Harmonies/Emotion Activity - After students learned about the different color harmonies and emotional value colors evoke, they will participate and create a piece of artwork that tests their knowledge on the new content. Complete freedom to pick a suitable activity for this assessment. Peer critiques should be encouraged for this mini activity. <u>Students will be graded on the following criteria:</u> Craftsmanship and Skill; Creativity and Originality; Understanding the Content; Color Harmonies. ● 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:

- **Monochromatic Composition** - After teaching students about the monochromatic color harmony, have students create compositions that utilizes tints, shades, and tones. Allow creative freedom on the content of the final piece, as long as it represents the monochromatic color harmony. 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; Participation Throughout the Art Creating Process; Critiquing Methods



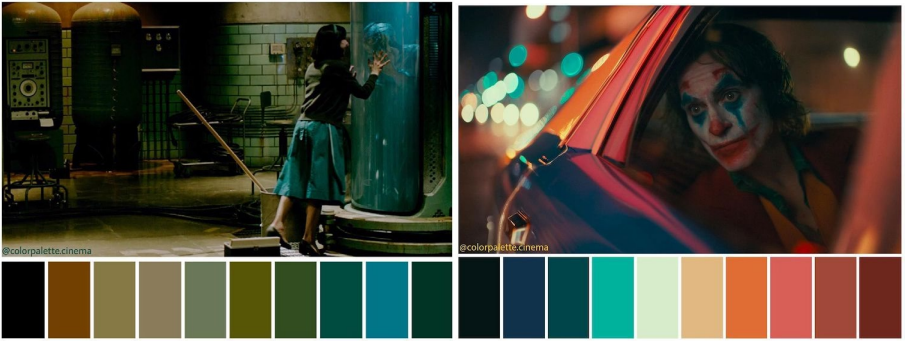
○ Examples

- **Color Wheel Composition** - After teaching about the Color Wheel and how to identify the different Color Harmonies, strengthen their new knowledge with a project that allows them to represent the Color Wheel. Allow creative freedom with the type of project given to the students as well as what students create within their artworks. 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 (utilizing the Color Wheel); Participation Throughout the Art Creating Process; Critiquing Methods



○ Examples

- **Color Palette Composition** - After teaching students that movies, books, compositions, etc often come with their own color palette to represent the overall atmosphere and mood, strengthen their new knowledge with a project that allows them to explore Color Palettes. Ask students to use a color palette present within a movie still in order to create a piece of artwork of their own. Allow creative freedom to the type of piece, color, and composition students 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 (utilizing the Color Wheel); Participation Throughout the Art Creating Process; Critiquing Methods



○ Example Color Palettes

- **Unit 3 Test** - Students will be tested on a series of questions that will assess them on the different color harmonies, how to use color effectively within a composition, the different emotions evoked by certain colors, how to identify color harmonies within compositions, and how the mixing of different colors will lead to new colors.

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.

- How to classify the different parts of a computer and distinguish how they are used effectively.
- The general history of graphic Design
 - 1700-1850 - Graphic Design and the Industrial Revolution
 - 1800-1950 - Arts and Crafts Movement
 - 1896-1972 - 20th Century Design
 - 1950-1960 - Corporate Identity & Visual Systems
 - 1975-1985 - Post Modern Design
 - 1990-Present - The Digital Revolution
- Graphic artists that are famous within the industry

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.

- **Demonstrate** an understanding of the different color harmonies and relationships between colors and emotions. (*Application*)
- **Examine** the different ways colors can be used - emotional value, colors mixing, color harmonies (*Analyze*)
- **Create** multiple pieces of artworks that explore different color harmonies and evoke different emotional values. (*Synthesis*)
- **Evaluate and analyze** the use of color within their own, their peers, and media artworks in order to develop a better understanding of how color can strengthen a composition. (*Evaluation*)

- Saul Bass, Paula Scher, Stefan Sagmeister, David Carson, Massimo Vignelli, Milton Glaser, Paul Rand, etc.
- The skills needed to create successful digital design
 - How to navigate the Mac Operating System for increase efficiency when working on projects
 - Using the following process: thumbnail sketch, rough sketch, final piece of artwork
 - Utilizing both the Elements of Art and Principles of Design
- How to utilize the Adobe Creative Suite to create different pieces of digital artworks - Focus on Photoshop and Indesign

Color Harmonies

- Define the different color harmonies that can be presented with a work of art
- Evaluate different works of art to determine the type of color harmony that was used within the piece of work.
- Create a work of art that will present the different color harmonies that were previously taught.
- Identify and analyze how color choices/psychology will affect the overall emotion and branding of their newly created logo.

Monochromatic Compositions

- Create a composition of a person/place/object using a monochromatic color scheme. Color chosen for their person/place/object need to represent the object's identity.
- Identify and analyze how color choices/psychology will affect the overall emotion and identity of a person.
- Analyze completed artworks by identifying the overall craftsmanship as well as the colors chosen to represent the person in the portrait.

Color Wheel Composition

- Design and assemble a piece of artwork that is inspired by a famous artist that utilizes color.
- Identify the key concepts and main ideas that embody the famous artist's artwork in order to understand how and why the artist creates his work.
- Compare and contrast different artworks created by the famous artist.
- Judge and analyze the artist's work by identifying the Elements of Art and Principles of Design within the piece.

Color Palette Composition

- Examine 10 separate images of either artworks or movie stills in order to identify the overall color palette, color harmony, and color percentage of the image.
- Identify the different types of blending moods that can be utilized within a digital work of art.
- Examine the clothing worn by a peer in the class in order to create the overall swatch palette as well as color percentage of the clothing.

- Design their own creative piece of artwork based on one of the color palettes that were previously discussed.

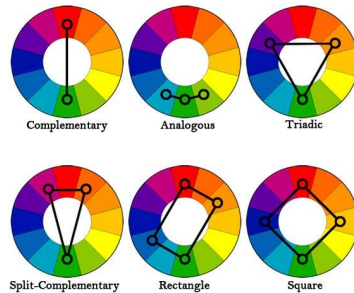
Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Artists that utilize color in their work: <https://www.healing-power-of-art.org/master-artists-and-their-relationship-with-color/>
- (Van Gough, Picasso, O'Keefe etc)
- Okuda San Miguel: <https://okudasanmiguel.com/> (artist utilizes colorful aesthetics within painted murals across the world)

Resources (websites, books, videos):

- Color Theory Video: <https://www.youtube.com/watch?v=2LLXnUdUic&t=18s>
- Color Emotions: <https://www.verywellmind.com/color-psychology-2795824>
- Color Wheel/Palette Generator: <https://color.adobe.com/create/color-wheel>
- How to use the Pen Tool in Illustrator: <https://helpx.adobe.com/illustrator/using/drawing-pen-curvature-or-pencil.html>



- Color Harmonies Image 1:
- Color Harmonies Images 2: <https://www.color-meanings.com/wp-content/uploads/color-harmony-7-color-schemes-1024x682.png>

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

Introduction to Typography

Summary and Rationale

The unit will explore the power of words within compositions through the use of typography. Students will learn how the alphabet we know today came into existence, and how that led to typography being used within digital artworks/products. Students will learn that typography is more than just a communicative tool, it can be used to enhance and organize an idea within a digital art piece. By learning the different parts of typography, how different font types can affect the mood of a composition, and how to pair fonts together, students will strengthen their typography knowledge and execution.

Recommended Pacing

Ongoing: Cumulative from September to June. (Information will be taught within the First Marking Period, but will be used throughout the year).

Standards

NJSLS: Visual and Performing Arts ([link](#))

1.5.12.Cr: CREATING: Conceiving and developing new artistic ideas and work.

1.5.12.Cr.1

1.5.12.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.

Grade 12:
Proficient

- 1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.
- 1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Grade 12:
Accomplished

- 1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on a student's existing artwork.
- 1.5.12acc.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Grade 12:
Advanced

- 1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change.
- 1.5.12adv.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

1.5.12.Cr.2

1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.

Grade 12:
Proficient

- 1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan.
- 1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may

		<p>impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <ul style="list-style-type: none"> 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work. 1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 1.5.12adv.Cr2b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. 1.5.12adv.Cr2c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cr3a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cr3a - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cr3a - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr4a - Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.
	Grade 12:	<ul style="list-style-type: none"> 1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

	Accomplished	
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr6a - Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life. 1.5.12adv.Re7b - Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.

	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.12.Cn.10	1.5.12.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cn10a - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
1.5.12.Cn.11	1.5.12.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art. 1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. 1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cn11a - Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.
Social Emotional Learning Competencies (link)		
SEL.PK-12.1: Self-Awareness	<ol style="list-style-type: none"> 1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges 	
SEL.PK-12.2: Self-Management	<ol style="list-style-type: none"> 5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals 	
SEL.PK-12.3:	<ol style="list-style-type: none"> 8. Recognize and identify the thoughts, feelings and perspectives of others 	

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

Computer Science and Design Thinking (2020)

8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.

Technology

8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
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Instructional Focus

Enduring Understandings:

Essential Questions:

Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)

Creativity and innovative thinking are essential life skills that can be developed.
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

What conditions, attitudes, and behaviors support creativity and innovative thinking?
What factors prevent or encourage people to take creative risks?
How does collaboration expand the creative process?
How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
Why do artists follow or break from established traditions?
How do artists determine what resources and criteria are needed to formulate artistic investigations?

Anchor Standard 2: Organizing and developing ideas. (Creating)

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

How do artists work?
How do artists and designers determine whether a particular direction in their work is effective?
How do artists and designers learn from trial and error?
How do artists and designers care for and maintain materials, tools, and equipment?
Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
What responsibilities come with the freedom to create?
How do objects, places, and design shape lives and communities?
How do artists and designers determine goals for designing or redesigning objects, places, or systems?
How do artists and designers create works of art or design that effectively communicate?

Anchor Standard: 3. Refining and completing products. (Creating)	
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<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>
Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	<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>
Anchor Standard: 6. Conveying meaning through art. (Present/Produce)	
Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Anchor Standard: 7. Perceiving and analyzing products. (Respond)	
Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
Anchor Standard: 8. Interpreting intent and meaning. (Respond)	
People gain insights into meanings of artworks by engaging in the process of art criticism.	What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
Anchor Standard: 9. Applying criteria to evaluate products. (Respond)	
People evaluate art based on various criteria.	How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)	
People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
<ul style="list-style-type: none"> ● Understanding typography will help to strengthen overall graphic design pieces. ● The use of typography can be seen practically everywhere - products we buy, the technology we use, menus, etc ● Combining Typography with our understanding of Principles of Design can lead to interesting compositions ● Learning about the history of the alphabet and the written word provides us with a better understanding of how to use typography effectively. ● Typography, similar to the human body, has anatomy and a series of words that are associated with the different parts of the text. ● Typography is essential to syntax - an arrangement of words and phrases to create well informed sentences in language 	<ul style="list-style-type: none"> ● How can typography help sell a product to a customer? ● What is typography and how can you use it effectively? ● Why does learning about the alphabet and the anatomy of typography help to enhance our knowledge of using typography in our compositions? ● Why are certain fonts used for different purposes - example: sans serif fonts are usually used on computer screens? ● How can one represent emotions through typography? ● Why do designers use hierarchy to organize type? ● How does typography affect design, communication, and function? ● Why does sharing your work with others help with creating a successful artwork? ● How can you successfully critique your peer's work in order to provide helpful feedback?
Evidence of Learning (Assessments)	
<p>Formative:</p> <ul style="list-style-type: none"> ● Observational notes and questioning - As students are participating with the following summative assessments take note of students who are understanding and not understanding the topic. Ask students essential questions throughout the observational process. Observational notes can also be in the form of Exit Tickets and Do Nows. Examples include: Turn and Talk, 3-2-1, 140 Characters (twitter post), self analysis questions. ● History of the Alphabet and Fonts - After students have learned about the history of typography and how the alphabet has transformed throughout the years, have students create a timeline that represents the information. Timelines will provide students with a linear representation of the information ● Typography Anatomy - After learning about the different parts of typography anatomy test students on the newly acquired knowledge. This can be done with plickers, exit tickets, or any other game-like activity to get students to actively participate. 	

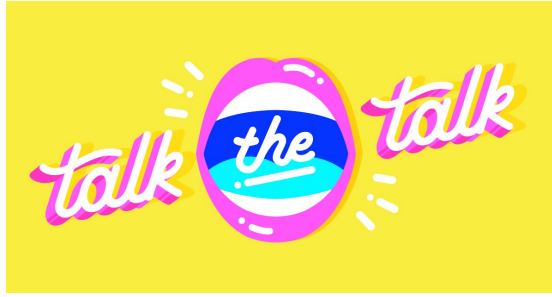
- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
-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

Summative:

- **Compositions with Letterforms** - After teaching students about typography families and how to identify typography within the world around them, have students practice creating composition that utilizes different types of typography present within the world around them. This assessment can be a collage of different fonts put together. Allow for creative freedom on the content of the final piece. 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; Participation Throughout the Art Creating Process; Critiquing Methods
 - Examples



- **Typography Composition with Images** - After teaching students about typography families and how to identify typography within the world around them, have students practice creating composition that utilizes typography and images together. Utilize knowledge of pictographs and iconicity. Allow for creative freedom on the content of the final piece. 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; Participation Throughout the Art Creating Process; Critiquing Methods
 - Examples



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- **Typography - Unit 4 Test** - Students will be tested on a series of questions that will assess them on the different font families, different typography vocabulary and how to identify and analyze typography within a composition.

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
- The history of the alphabet and font types
 - 2000 BC - Egyptian Hieroglyphics
 - 500 years later - Ideographs

- **Demonstrate** an understanding of the different font families and relationships between typography and emotions. (*Application*)
- **Examine** the different ways typography is used within the world around us and how it can be used within a composition (*Analyze*)
- **Create** multiple pieces of artworks that explore typography and using different font families. (*Synthesis*)
- **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*)

- 800 BC - Greeks adopted the Phoenician alphabet as a way to preserve knowledge
- Romans adopt the Greek alphabet - they revise some letters and add F and Q
- 1100 AD - Visigoths and the Gothic blackletter style began
- 1450 - Johannes Gutenberg revolutionized the printing process by using moveable type.
- 1988 - Linotype machine made it possible to do digital publishing from a computer
- 7 years later - typography is published on the web
- How to identify different type of font families
 - Serif
 - Sans Serif
 - Decorative
- How to incorporate typography within their own digital artworks
- How to critique works of art (peers, famous, their own) based on their use of Typography. Critiques will lead students to have a better understanding of color and will allow for revisions throughout the art creating process.

Typography

- Examine the brief history of the alphabet and how Typography has advanced throughout the years, up until present day.
- Identify different vocabulary that is associated with Typography and using text within a design.
- Identify Typography around them through package designs, posters, ads, cell phone apps, textiles etc.
- Create a piece of artwork that encompasses emotion through typography.
- Design their own fonts through FontStruct in order to develop an understanding of the structure of text.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Titles/links

Resources (websites, books, videos):

- Introduction to Typography Video: <https://www.youtube.com/watch?v=sByzHoiYFX0>

Technology Tools:

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

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.