Digital Art & Design

9-12, Fine & Performing Arts

(Half Year Course)

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Adopted: Fall 2023; **Reviewed & Readopted:** Fall 2026

Scope and Sequence

- Unit 1: Introduction to Graphic Design Photoshop
- Unit 2: Introduction to Illustrator

Month	Unit	Activities/Assessments

Month 1
MP 1
	Unit 1: Introduction to Photoshop	• Introduction to Macintosh Operating System
		• File Management, Hardware vs Software, Different types of computers, Internet Safety, Typing Strategies
		• Introduction to Graphic Design
		• Introduction to Adobe Photoshop
		  ○ Exploring Layers (Build a Sandwich)
		  ○ Adding Text to a Document (Fill in the Blank)

Month 2
MP 1
	Unit 1: Introduction to Photoshop	• Introduction to Adobe Photoshop (continued)
		  ○ Exploring Selection Tools and Layer Masking
		  ○ Exploring Layer Adjustments and Filters
		  ○ Exploring and Downloading Brushes (Kandinsky Abstract Designs)
		• Dreamscapes (Exploring surrealism through Photoshop)

Month 3
MP 1/MP 2
	Unit 1: Introduction to Photoshop
	
	Unit 2: Introduction to Illustrator
		• Introduction to Adobe Photoshop
		  ○ Making Your Mark (Abstract Portraits) - Combining knowledge taught within the first Unit
		• Introduction to Adobe Illustrator
		  ○ Exploring the Pen Tool
		  ○ Exploring Shape and Pathfinder
		  ○ Points, Lines, and Planes

Month 4
MP 2
	Unit 2: Introduction to Illustrator	• Introduction to Adobe Illustrator
		  ○ Creating a Logo/Icon Project
		  ○ Vector Portrait Project

Month 5
MP 2
	Unit 2: Introduction to Illustrator	• Final Project/End of Course Wrap Up
		  ○ Creating Websites
		  ○ Picking Art for the Art Show
		  ○ Creating an Infographic (Final Project)

Unit 1		
Introduction to Graphic Design and Photoshop		
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, Principles of Design, and how to use colors successfully within a composition by using applications within the Adobe Creative Suite, such as Photoshop and Illustrator. 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 throughout the entire half year course. (Information will be taught within the First Marking Period/Unit, but will be used throughout the year within advanced Graphic Design classes).		
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.
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12: Proficient	● 1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan. ● 1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. ● 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	● 1.5.12prof.Cr3a - Apply relevant criteria from

		traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	● 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12: Proficient	● 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	● 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	● 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. ● 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	● 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Proficient	● 1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.12.Cn.10	1.5.12.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	Grade 12: Proficient	● 1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.

1.5.12.Cn.11	1.5.12.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	Grade 12: Proficient	● 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art. ● 1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.

SEL: Social Emotional Learning Competencies (link)

SEL.PK-12.1: Self-Awareness

1. Recognize one's feelings and thoughts
- Analyze how one's own thoughts and emotions affect decision making and responsible behavior.
- Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions.

2. Recognize the impact of one's feelings and thoughts on one's own behavior
- Analyze how one's own thoughts and emotions affect decision making and responsible behavior.
- Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions.

3. Recognize one's personal traits, strengths and limitations
- Recognize and analyze how one's personal traits and qualities contribute to the work and outcomes of a group.
- Identify a post-high school option to pursue based on interests, personal traits, qualities and academic strengths.

4. Recognize the importance of self-confidence in handling daily tasks and challenges
- Identify and utilize strategies to prevent or overcome possible obstacles and hurdles
- Evaluate progress and adjust plan when there is little to no progress
- Identify one's strengths and next steps for reinforcing areas of need

SEL.PK-12.2: Self-Management

5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Differentiate between thoughts, feelings, and behaviors and learn how thoughts affect feelings and behaviors
- Identify strategies for dealing with areas of personal discomfort
- Describe strategies for releasing negative feelings and managing negative moods
- Utilize strategies for coping with and overcoming feelings of rejection, social isolation and stress

6. Recognize the skills needed to establish and achieve personal and educational goals
- Identify a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement
- Demonstrate an understanding that goal setting promotes lifelong success
- Name the features of goal planning important to achieving outcomes (measurable goal, progress monitoring, plan adjustment, etc.)
- Define a measurable personal goal that reflects an area of improvement or development they want to pursue
- Develop an action plan linked to a personal goal

7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Assess lessons learned from experiences and mistakes
- Continue to build upon and strengthen ability to identify strategies that will make use of available resources to assist in overcoming obstacles and achieving goals
- Use creativity, problem solving and innovation to generate multiple possible solutions when experiencing obstacles

SEL.PK-12.3: Social-Awareness

8. Recognize and identify the thoughts, feelings and perspectives of others
- Differentiate between the factual and emotional content of what a person presents
- Analyze the factors and behaviors that affect how others perceive them in various settings (i.e. job interviews, family gatherings, school activities, and peer interactions)
- Analyze the thoughts and beliefs of others contrary to their own

9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Explain how individual, social, and cultural differences may increase stereotyping
- Demonstrate an increased understanding of cultural differences
- Recognize how one's own perspective and biases impact interactions with others

10. Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Understand different group dynamics and respond in accordance with social rules
- Evaluate how social and cultural norms and values have an effect on personal interactions
- Interpret social cues and design reactions in response to those cues
- Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, reflect on and respectfully disagree with other's perspectives

11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Analyze social situations and determine appropriate responses to those situations, including face- to-face interactions, professional dialogue and electronic interactions
- Understand group dynamics and respond appropriately
- Evaluate how social and cultural norms and values influence personal interactions
- Interpret social cues and design reactions in response to those cues

SEL.PK-12.4: Relationship Skills

12. Establish and maintain healthy relationships
- Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions
- Evaluate strategies for avoiding risky behavior in different situations
- Evaluate external influences on their decision making- both positive and negative (i.e. media, peers, and cultural norms)

13. Utilize positive communication and social skills to interact effectively with others
- Identify helpful questions to use when determining consequences of decisions
- Can independently utilize a decision-making model to provide rationale for a decision

14. Identify ways to resist inappropriate social pressure
- Demonstrate personal responsibility in making ethical decisions
- Recognize ethical, safety, and societal factors when making decisions
- Evaluate how external influences (e.g. media, peer, cultural norms) affect decision-making

15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Understand the qualities of healthy dating relationships
- Consistently demonstrates the utilization of strategies for maintaining positive relationships (e.g., pursue shared interests and activities, spend time together, give and receive help, practice forgiveness)
- Recognize how relationships grow and change with peers, teachers, and others

16. Identify who, when, where, or how to seek help for oneself or others when needed
- Understand and be able to demonstrate how to effectively communicate with others in a variety of social situations
- Effectively demonstrate in social interactions how to present information to an audience of various backgrounds

SEL.PK-12.5: Responsible Decision-Making

17. Develop, implement and model effective problem solving and critical thinking skills

- Define social networking, its role in social pressure and its impact on their life
- Demonstrate the ability to be true to personal values when interacting with others
- Identify consequences of safe and risky behaviors

18. Identify the consequences associated with one's actions in order to make constructive choices

- Utilize effective communication skills to resolve conflicts
- Recognize the role miscommunication may play in creating conflicts
- Recognize the ways that bias and stereotype can fuel conflict and generate appropriate responses to these biases

19. Evaluate personal, ethical, safety and civic impact of decisions

- Demonstrate the ability to evaluate the usefulness of different community resources
- Demonstrate the qualities of a trusting role model
- Consistently demonstrate self-advocacy strategies

Interdisciplinary Connections

Computer Science and Design Thinking (2020)

8.1.12.CS.2	Model interactions between application software, system software, and hardware.
8.1.12.CS.3	Compare the functions of application software, system software, and hardware.
8.1.12.NI.2	Evaluate security measures to address various common security threats.
8.1.12.NI.3	Explain how the needs of users and the sensitivity of data determine the level of security implemented.
8.1.12.NI.4	Explain how decisions on methods to protect data are influenced by whether the data is at rest, in transit, or in use.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
Creating **Anchor Standard 1: Generating and conceptualizing ideas.** ● Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. **Anchor Standard 2: Organizing and developing ideas**. ● Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. **Anchor Standard 3: Refining and completing products**. ● The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.	*Creating* **Anchor Standard 1: Generating and conceptualizing ideas.** ● How do media artists generate ideas and formulate artistic intent? ● How does collaboration expand and affect the creative process? ● How can creative risks be encouraged? **Anchor Standard 2: Organizing and developing ideas.** ● How do media artists work? ● How do media artists and designers determine whether a particular direction in their work would be effective? ● How do media artists learn from trial and error? **Anchor Standard 3: Refining and completing products.** ● How can an artist construct a media artwork that conveys purpose, meaning and artistic quality?

Producing **Anchor Standard 4: Selecting, analyzing, and interpreting work.** ● Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.** ● Media artists require a range of skills and abilities to creatively solve problems. **Anchor Standard 6: Conveying meaning through art.** ● Media artists present, share and distribute media artworks through various social, cultural, and political contexts. *Responding* **Anchor Standard 7: Perceiving and analyzing products.** ● An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. **Anchor Standard 8: Interpreting intent and meaning.** ● Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. **Anchor Standard 9: Applying criteria to evaluate products.** ● Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. *Connecting* **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products** ● Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**	● How do media artists improve/refine their work? *Producing* **Anchor Standard 4: Selecting, analyzing, and interpreting work.** ● How are complex media arts experiences constructed? ● At what point is a work considered "complete"? **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.** ● How are creativity and innovation developed within and through media arts productions? ● How do media artists use various tools and techniques? **Anchor Standard 6: Conveying meaning through art.** ● How does time, place, audience, and context affect presenting or performing choices for media artworks? ● How can presenting or sharing media artworks in a public format help a media artist learn and grow? ● Why do various venues exist for presenting, sharing, or distributing media artworks? *Responding* **Anchor Standard 7: Perceiving and analyzing products.** ● How do we analyze and react to media artworks? ● How do media artworks function to convey meaning and influence audience experience? **Anchor Standard 8: Interpreting intent and meaning.** ● How do people relate to and interpret media artworks? ● How can the viewer "read" a work of art as text? ● How does knowing and using arts vocabulary help us understand and interpret works of art? **Anchor Standard 9: Applying criteria to evaluate products.** ● How and why do we value and judge media artworks? ● When and how should we evaluate and critique media artworks to improve them? ● How is a personal preference different from an evaluation? *Connecting* **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products**

● Understanding connections to varied contexts and daily life enhances a media artist's work. --- ● 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.	● How does engaging in creating media artworks enrich people's lives? ● How does making media artworks attune people to their surroundings? ● How do media artworks contribute to an awareness and understanding of our lives and communities? **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.** ● 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 mirror aspects of life? ● How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts? --- ● 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?
Evidence of Learning (Assessments)	
Formative: ● **Observational notes and questioning -** As students are participating with the following summative assessments take note of students who are understanding and not understanding the topic. Ask students essential questions throughout the observational process. Observational notes can also be in the form of Exit Tickets and Do Nows. Examples include: Turn and Talk, 3-2-1, 140 Characters (twitter post), self analysis questions. ● **Participation -** Students will be graded weekly throughout the year. Participation grades will count towards student's attentiveness throughout the lesson, working from bell to bell, and little to no cell phone use throughout each period.	

- **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.
- **Build your Own Sandwich (Exploring Photoshop Layers)** - Students will learn how layers and selection tools can be utilized to create and build a sandwich. Students will learn how they can readjust layers and how they stack to create a cohesive sandwich. Along with learning about layers, students will learn how different selection tools and layer masking can be used for different tasks/selections. Students will be graded on the following criteria: Craftsmanship and Skills, Understanding the Content

    - *Example Activity*: https://lrhsdigitalmedia.weebly.com/uploads/3/7/9/7/37971211/sandwich_tutorial_list_no_pictures.pdf
- **Filling in the Blanks (Adding text to a document)** - Assessment will be utilized to teach students about the type tool and how to add and alter text to a document. Students will start with a blank document that they will add text to. Documents will vary from Comic Strips, Posters, and Magazine Spreads. This will allow students to alternate and manipulate text in many different ways.
- **Selection Tools, Layer Masking, Clipping Masks** - In order to assist with their summative assessments within Marking Period 1 students will be introduced to a series of tools that can be utilized. Each new tool will be introduced with smaller mini projects that will be discussed and completed within a class period. Students will be graded on the following criteria: Craftsmanship and Skills, Understanding the Content, Creativity and Originality
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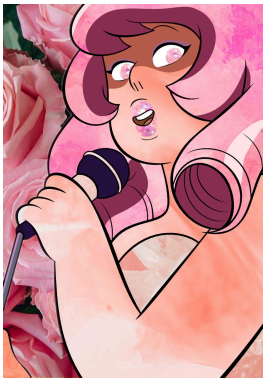
    - *Selection Tools/Layer Masking Project* - Build a Bowl of Fruit
    - *Clipping Mask Project* - Adding Images to Text Design
    - Reference Images:

- **Downloading Brushes for Abstract Designs** - While learning about the Elements of Line, Shape, Color, and Texture students will learn that different brushes create different marks and textures. Students will explore different ways they can download brushes online and use them to their advantage for their projects. Students will then be responsible to create an abstract design based on one of their favorite songs. Students will be inspired by Kandinsky and his abstract line designs. Students will be graded on the following criteria: Craftsmanship and Skills, Understanding the Content, Creativity and Originality

- Textured Portraits - Adding Textures and Filters - This project will be centered on the Element of Texture. Students will learn how to add implied textures to a portrait of their choice. Tools that will be explored in Photoshop include Layer Masking, Layer Blending Styles, and Selection Tools. Students will be responsible to

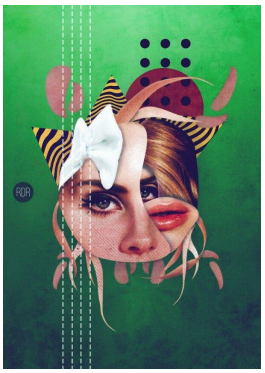
add several different textures (7-10) to their portraits. Students will be graded on the following criteria: Craftsmanship and Skills, Understanding the Content, Creativity and Originality



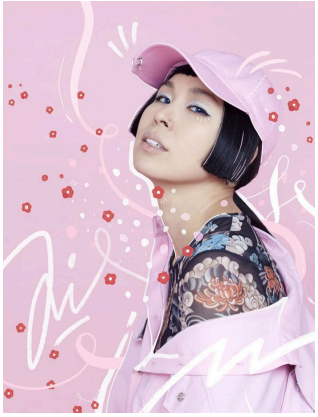
- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
-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

Summative:

- **Graphic Designer Research** - Students will be responsible for researching several different famous graphic designers. Students will be picking graphic designers 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 a poster in Photoshop representing at least 5 different graphic designers. 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 Graphic Designers Students can research further: https://www.canva.com/learn/famous-graphic-designers/
- **Surrealism (Creating your own Dreamscape)** - After practicing layer stacking along with the different selection tools, students will create their own Dreamscapes. Students will explore the meaning behind the Art Movement, Surrealism, and why artists created their art using different "creative potential of the unconscious mind." They will bring the unreal alive by combining different images together to represent a larger idea. Students will learn about textures, the effects panels, layer stacking, and layer masking throughout this entire project. Students will be graded on the following criteria: Craftsmanship and Skills, Utilization of the Elements of Art (composition), Studio Management Time, Understanding the Content, Creativity and Originality
    - Reference Images:



- **Making your Mark (Abstract Lines, Shapes, Colors, Textures)** - Students will be responsible to create a colorful and abstract representation of themselves utilizing tools that were taught throughout the Unit. Students will conduct prior research on the artist Aries Moross to acquire inspiration for this final Unit Project. Aries combines abstract lines, shapes, texture, and images in order to create a work of art that speaks to the personality of the person represented. Students will be graded on the following criteria: Craftsmanship and Skills, Utilization of the Elements of Art (composition), Studio Management Time, Understanding the Content, Creativity and Originality
    - Reference Images:



Objectives (SLO)

Students will know:

- 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.

Students will be able to:

- **Classify** how graphic design has advanced throughout history by implementing and using Photoshop to create a Informational Poster *(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 as well as how the artists utilized Photoshop *(evaluation)*
- **Create** their own Photoshop based projects while learning about tools and techniques within the

● 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 for the first half of the year will be on Photoshop	program: such as Effects Panel, Layer adjustments, how to add textures, how to download and utilize different type of brushes *(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 ***Photoshop Tools and Projects*** ● Identify the Elements of Art within multiple different Photoshop Projects in order to learn how digital production goes together with the art-making terms and techniques ● Compare and contrast different artworks created by famous graphic artists that represent the Elements of Line, Shape, Form, Color, and Value. ● ● Execute Digital Artworks that represent the Elements of Art within Photoshop by identifying and utilizing a series of tools and shortcuts within the program. ● Identify different Photoshop Tools and techniques that are used by famous graphic artists and how they can apply those same tools to their art related projects. ● Compare and contrast different line, shape and color combinations. ● Judge their peer's completed Abstract Photoshop Designs by identifying the Elements of Art and techniques used. Critiques will stress the importance of collaboration among peers.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

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/
Photoshop Projects: https://lrhsdigitalmedia.weebly.com/photoshop-projects.html
Adobe Website for Tool and Tutorials - https://helpx.adobe.com/support/photoshop.html

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite (Photoshop and InDesign)
- 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
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- Independent study where applicable
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- ❏ Act as a responsible and contributing community member and employee.
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- ❏ Model integrity, ethical leadership and effective management
- ❏ Plan education and career paths aligned to personal goals
- ❏ Use technology to enhance productivity increase collaboration and communicate effectively
- ❏ Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 2		
Introduction to Illustrator		
Summary and Rationale		
During the first Unit students acquired some basic background knowledge of Adobe Photoshop and graphic design within different cultures, subjects, and mediums, therefore this unit's main focus will be on how to design a composition through Adobe Illustrator. Illustrator is a vector and design program used by many Graphic Designers within the field. By using prior knowledge of the Elements of Art, students will further learn how to create coherent compositions using a new set of rules: the Principles of Design. 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.		
Recommended Pacing		
Ongoing: Cumulative throughout the second half of the course. (Information will be taught within the Second Marking Period/Unit, but will be used throughout the year and within advanced Graphic Design classes).		
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.
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12: Proficient	• 1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan. • 1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. • 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	• 1.5.12prof.Cr3a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	● 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12: Proficient	● 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	● 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	● 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. ● 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	● 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
Interdisciplinary Connections		
Computer Science and Design Thinking (2020)		
8.1.12.CS.2	Model interactions between application software, system software, and hardware.	
8.1.12.CS.3	Compare the functions of application software, system software, and hardware.	
8.1.12.NI.2	Evaluate security measures to address various common security threats.	
8.1.12.NI.3	Explain how the needs of users and the sensitivity of data determine the level of security implemented.	
8.1.12.NI.4	Explain how decisions on methods to protect data are influenced by whether the data is at rest, in transit, or in use.	
Instructional Focus		

Enduring Understandings:	Essential Questions:
Creating **Anchor Standard 1: Generating and conceptualizing ideas.** ● Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. **Anchor Standard 2: Organizing and developing ideas**. ● Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. **Anchor Standard 3: Refining and completing products**. ● The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks. *Producing* **Anchor Standard 4: Selecting, analyzing, and interpreting work.** ● Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.** ● Media artists require a range of skills and abilities to creatively solve problems. **Anchor Standard 6: Conveying meaning through art.** ● Media artists present, share and distribute media artworks through various social, cultural, and political contexts. *Responding* **Anchor Standard 7: Perceiving and analyzing products.** ● An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. **Anchor Standard 8: Interpreting intent and meaning.**	*Creating* **Anchor Standard 1: Generating and conceptualizing ideas.** ● How do media artists generate ideas and formulate artistic intent? ● How does collaboration expand and affect the creative process? ● How can creative risks be encouraged? **Anchor Standard 2: Organizing and developing ideas.** ● How do media artists work? ● How do media artists and designers determine whether a particular direction in their work would be effective? ● How do media artists learn from trial and error? **Anchor Standard 3: Refining and completing products.** ● How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? ● How do media artists improve/refine their work? *Producing* **Anchor Standard 4: Selecting, analyzing, and interpreting work.** ● How are complex media arts experiences constructed? ● At what point is a work considered "complete"? **Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.** ● How are creativity and innovation developed within and through media arts productions? ● How do media artists use various tools and techniques? **Anchor Standard 6: Conveying meaning through art.** ● How does time, place, audience, and context affect presenting or performing choices for media artworks? ● How can presenting or sharing media artworks in a public format help a media artist learn and grow? ● Why do various venues exist for presenting, sharing, or distributing media artworks? *Responding* **Anchor Standard 7: Perceiving and analyzing products.** ● How do we analyze and react to media artworks?

● Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. **Anchor Standard 9: Applying criteria to evaluate products.** ● Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. *Connecting* **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products** ● Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.** ● Understanding connections to varied contexts and daily life enhances a media artist's work. --- ● 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	● How do media artworks function to convey meaning and influence audience experience? **Anchor Standard 8: Interpreting intent and meaning.** ● How do people relate to and interpret media artworks? ● How can the viewer "read" a work of art as text? ● How does knowing and using arts vocabulary help us understand and interpret works of art? **Anchor Standard 9: Applying criteria to evaluate products.** ● How and why do we value and judge media artworks? ● When and how should we evaluate and critique media artworks to improve them? ● How is a personal preference different from an evaluation? *Connecting* **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products** ● How does engaging in creating media artworks enrich people's lives? ● How does making media artworks attune people to their surroundings? ● How do media artworks contribute to an awareness and understanding of our lives and communities? **Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.** ● 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 mirror aspects of life? ● How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts? --- ● 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?

Evidence of Learning (Assessments)

Formative:

- **Observational notes and questioning -** As students are participating with the following summative assessments take note of students who are understanding and not understanding the topic. Ask students essential questions throughout the observational process. Observational notes can also be in the form of Exit Tickets and Do Nows. Examples include: Turn and Talk, 3-2-1, 140 Characters (twitter post), self analysis questions.
- **Participation -** Students will be graded weekly throughout the year. Participation grades will count towards student's attentiveness throughout the lesson, working from bell to bell, and little to no cell phone use throughout each period.
- **Build A Car Activity (Learning the Pen Tool) -** To get students accustomed to using the Pen Tool, students will all receive the same Adobe Illustrator template. The template provides students with a way to learn the different functions of the pen tool while creating a pair of cars with a donut.
    - Link to Assignment: https://helpx.adobe.com/illustrator/how-to/pen-tool-exercises.html
- **Create an Abstract Shape (Learning the Shape and Pathfinder) -** Students will receive a series of pre-made shapes that they will then be asked to recreate using the Shape tool and Pathfinder. This short little activity will help students to learn that by combining a series of simple shapes together a larger more complex shape can be created. Within this activity students will learn how to add gradients and texture to shapes.
- **Points, Lines, Planes -** After students learn about the three main strategies that are used by artists to create a graphic piece (Points, Lines, and Plaines), 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.

- 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

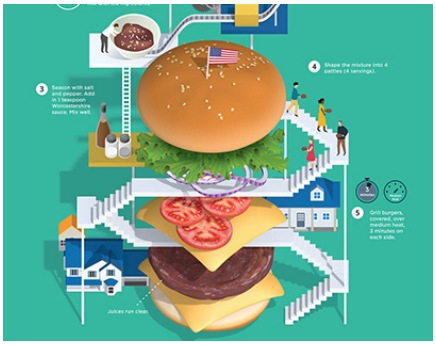
Summative:

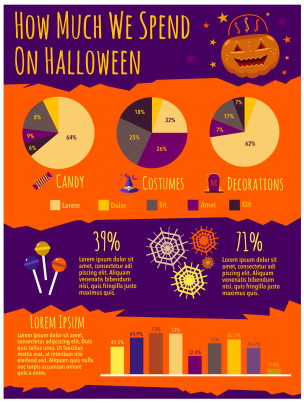
- **Vector Portraits -** Students will utilize their knowledge of the Pen and Shape tool in order to create Vector Portraits. Students will learn how to translate a photograph of a person and simplify it to a series of abstract shapes and lines. Vector Portraits will help expand student's knowledge of different features of the Pen Tool. Students will have creative freedom to the person they decide to recreate. Students will be graded on the following criteria: Craftsmanship and Skills, Utilization of the Elements of Art (composition), Studio Management Time, Understanding the Content, Creativity and Originality
    - Reference Images

- **Create an Icon/Logo -** Students will learn about the steps taken within the development and creation of a Logo. Students will be asked to partner with someone new in the room that they do not usually associate with. They will interview each other with a series of thought provoking questions. From there students will develop a series of sketches of a logo that best represents their partner. The final sketches will be further developed digitally. By the end of the creative process students would be responsible to create at least 6 different logos that represent their partners. Each logo will also need to represent a different Principle of Design Students will be graded on the following criteria: Craftsmanship and Skills, Utilization of the Elements of Art (composition), Studio Management Time, Understanding the Content, Creativity and Originality
    - Principles of Design that need to be utilized within the Logos: Emphasis, Contrast, Balance (symmetrical, asymmetrical, and radial)
    - Reference Photos:

- **Final Assessment (Infographics) -** The Final project within the unit will combine the knowledge acquired throughout the entire half year course. Students will need to utilize both the Elements of Art and Principles of Design in order to create a cohesive design. Students will be encouraged to draw inspiration for Jing Zhang, a Graphic Designer that gives her Infographics an interesting twist. The topic and layout of the infographic will be completely up to the student artist. By the end of the art creating process, students will need to present their final product to their peers. Students will be graded on the following criteria: Craftsmanship and Skills, Utilization of the Elements of Art (composition), Studio Management Time, Understanding the Content, Creativity and Originality, Final Project Presentation
    - Who is Jing Zhang - https://www.mazakii.com/

- Reference Images:





Objectives (SLO)

Students will know:

- How Graphic Designers use Points, Lines, and Planes to simplify their art to relay a message to their audience quick and effectively
- How Graphic Designers utilize the Principles of Design to create an effective Design
  - Balance
  - Movement
  - Emphasis
  - Unity
  - Variety
  - Contrast
- How Illustrator is utilized differently compared to Photoshop within the Graphic Design field.
  - Vector-based program
  - Utilizing the Pen, Shape, and Pathfinder tools
- 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.

Students will be able to:

- **Classify** the different Principles of Design and develop an understanding of how artists utilize these set of rules to create a cohesive piece. *(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 and Points, Lines and Planes present within the work. *(evaluation)*
- **Create** their own pieces of artwork that explore the subjects and Illustrator tools taught within the unit - Points, Lines, Planes; Principles of Design; Pen, Shape, and Pathfinder Tools in Illustrator *(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.
- Utilize the Pen, Shape and Pathfinder tools in Illustrator to create works of art that utilize Points, Line, and Planes

	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 a series of logos that represent a partner in the room.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Jing Zhang - https://www.mazakii.com/

Resources (websites, books, videos):
Principles of Design: https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf
Creating a Logo Process:

- https://blog.hubspot.com/marketing/how-to-design-logo
- https://99designs.com/blog/tips/logo-design-process-how-professionals-do-it/

Illustrator Projects

- Creating a Vector Portrait Video - https://www.youtube.com/watch?v=9EGI-FSr0Ig

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite (Photoshop and InDesign)
- 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
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