

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

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| <b>Course Name: Digital Design &amp; Illustration 1</b> | <b>Grade Level(s): 10-12</b>          |
| <b>Department: Visual and Performing Arts</b>           | <b>Credits: 5</b>                     |
| <b>BOE Adoption Date: October 2018</b>                  | <b>Revision Date(s): October 2019</b> |

## **ABSTRACT**

Digital Design & Illustration is offered as part of, and in addition to, the traditional art curricula. Students will discover graphic design as a process of visual communication and problem solving through the use of typography, photography, and illustration. Graphic designers create and combine symbols, images and text to form visual representations of ideas and messages. They use typography, visual arts and page layout techniques to create visual compositions. This course will use appropriate graphics software, including Adobe Illustrator and Photoshop, to teach the fundamental technology of vector (digital drawing) as well as raster (photographic) images. Students will use this computer software as an art tool to produce logos, illustrations, tessellations, t-shirt designs, advertisements, and manipulated photographic images. Students will become familiar with techniques and skills gaining hands-on experience most valuable for the design industry.

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## Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

## Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

### Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

## How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

## Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.

2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.

11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
  - **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21<sup>st</sup> Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

**Proficiencies and Pacing Guide:**

**Course Title: Digital Design & Illustration 1**

**Prerequisite(s): none**

| Unit Title:                                 | Duration/<br>Month(s)                       | Related Standards:   | Learning Goals:   | Topics and Skills:   |
|---|---|--|---|--|
| <p><b>Unit 1:<br/>Elements of Art</b></p>   | <p>10 weeks<br/>September-<br/>November</p> | <p>NJSLS.VPA.1.1.12.D.1<br/>NJSLS.VPA.1.2.12.A.1<br/>NJSLS.VPA.1.3.12.D.1<br/>NJSLS.VPA.1.3.12.D.2<br/>NJSLS.VPA.1.3.12.D.4<br/>NJSLS.VPA.1.4.12.B.2<br/>VA:Cr1.1.Ia<br/>VA:Cr2.1.IIa<br/>VA:Cr3.1.Ia<br/>VA:Pr4.1.IIa<br/>VA:Re7.1.IIIa<br/>VA:Cn10.1.Ia</p> <p>Technology<br/>NJSLS.TECH.8.1.12.A.1<br/>NJSLS.TECH.8.1.12.B.1</p> <p>Career Ready<br/>NJSLS.CRP6<br/>NJSLS.CRP8</p> <p>ELA<br/>NJSLS.ELA-LITERACY.CCRA.L.5<br/>NJSLSA.W4</p> <p>Mathematics<br/>NJSLS.HSG.CO.D.12<br/>NJSLS.HSG.MG.A.3</p> | <p>Students will understand the Elements of Art and be able to utilize these Elements in their artwork. (all 10 weeks)</p> <p>Students will understand the role of value in producing realistic two-dimensional artwork and be able to use gradients to create their own realistic artwork. (2 weeks)</p> <p>Students will understand proper digital drawing techniques and be able to apply these techniques to their own artwork. (8 weeks)</p> | <p>Create an overlapping shape design in B&amp;W, then color.<br/>Create an original Jack O'Lantern face on a vector pumpkin using shape and color.<br/>Construct a vector pencil using shape/color/value.<br/>Create a realistic scene using shape/color/value.<br/>Illustrate 5 kinds of line.<br/>Create a tree using line/texture.<br/>Develop pen tool skills for free hand drawing using line.<br/>Construct a pear illustration using line.<br/>Construct an illustration by combining all the Elements of Art.<br/>Manipulate the pen tool using line/color.<br/>Produce a stamp design using all art elements.<br/>Produce a detailed Illustration of a car using all art elements.</p> |
| <p><b>Unit 2:<br/>Principles of Art</b></p> | <p>7 weeks<br/>November-<br/>January</p>    | <p>NJSLS.VPA.1.1.12.D.1<br/>NJSLS.VPA.1.3.12.D.1<br/>NJSLS.VPA.1.3.12.D.4<br/>NJSLS.VPA.1.4.12.B.1<br/>NJSLS.VPA.1.4.12.B.3<br/>VA:Cr2.1.IIa</p>   | <p>Students will understand the Principles of Art and be able to utilize these Principles in their artwork. (all 7 weeks)</p> <p>Students will understand basic typography and be able to utilize type in their artwork. (4 weeks)</p>  | <p>Convert a Van Gogh Painting into a digital Illustration with an added Pop Culture reference using texture/movement.<br/>Design a tessellation using a pattern.<br/>Manipulate the Adobe Illustrator type tools.</p>   |

| Unit Title:                  | Duration/<br>Month(s)         | Related Standards:   | Learning Goals:   | Topics and Skills:   |
|------------------------------|-------------------------------|--|---|--|
|                              |                               | VA:Cr1.2.IIa<br>VA:Cr3.1.IIa<br>VA:Pr.4.1.IIa<br>VA:Re7.2.IIa<br>VA:Cn10.1.Ia<br><br>Technology<br>NJSLS.TECH.8.1.12.A.1<br>NJSLS.TECH.8.1.12.B.1<br><br>Career Ready<br>NJSLS.CRP6<br>NJSLS.CRP8<br><br>ELA<br>NJSLS.ELA-LITERACY.CCRA.L.5<br>NJSLSA.W4<br><br>Mathematics<br>NJSLS.HSG.CO.D.12<br>NJSLS.HSG.MG.A.3<br>NJSLS.HSG.CO.A.5 | Students will understand graphic design concepts and be able to utilize these concepts in their artwork.<br>(3 weeks)   | Manipulate the character and paragraph palettes.<br>Construct a face made entirely of type using variety.<br>Create an Initial design using radial symmetry.<br>Create font flake designs using radial symmetry.<br>Develop a personal logo design with 4 different ideas.<br>Develop a personal logo design with 4 different revisions.<br>Finalize personal logo design.<br>Apply final personal logo design to 2 business card designs (1 vertical/1 horizontal).<br>Apply final business card to stationery set design.<br>Develop a t-shirt design using balance. |
| <b>Unit 3:<br/>Photoshop</b> | 9 weeks<br>February-<br>April | NJSLS.VPA.1.3.12.D.1<br>NJSLS.VPA.1.3.12.D.2<br>NJSLS.VPA.1.3.12.D.4<br>NJSLS.VPA.1.4.12.B.2<br>NJSLS.VPA.1.4.12.B.3<br>VA:Cr1.2.Ia<br>VA:Cr2.3.IIa<br>VA:Pr.4.1.IIa<br>VA:Pr5.1.IIa<br>VA:Re7.1.IIIa<br>VA:Re7.2.IIa  | Students will be able to understand basic image editing concepts and be able to manipulate photos in Photoshop.<br>(all 9 weeks)<br><br>Students will understand what it means “to Photoshop” an image and be able to successfully juxtapose images in their own artwork. (4 weeks)<br>Students will be able to understand the Elements/Principles of Art and be able to utilize these Elements/Principles in their | Make a selection in Photoshop.<br>Make controlled selections and change colors in Photoshop.<br>Make controlled selections and move objects in Photoshop.<br>Compile a multi-layered Photoshop file.<br>Compile surreal images from the internet cleanly into 1 overall scene.<br>Experiment with various non-essential tools in Photoshop.<br>Make controlled selections and move objects in Photoshop.   |

| Unit Title:                    | Duration/<br>Month(s) | Related Standards:   | Learning Goals:   | Topics and Skills:  |
|--------------------------------|-----------------------|--|---|---|
|                                |                       | <p>Technology<br/>NJSLS.TECH.8.1.12.A.1<br/>NJSLS.TECH.8.1.12.B.1</p> <p>Career Ready<br/>NJSLS.CRP6<br/>NJSLS.CRP8</p> <p>ELA<br/>NJSLS.ELA-LITERACY.CCRA.L.5<br/>NJSLSA.W4</p> <p>Mathematics<br/>NJSLS.HSG.CO.D.12<br/>NJSLS.HSG.MG.A.3</p>   | artwork. (5 weeks)  | <p>Alter one's face using Photoshop.<br/>Create one's own album cover art.<br/>Create one's own movie cover art by inventing a sequel or prequel to a favorite movie.<br/>Construct a word made of multiple images inside the text in Photoshop.<br/>Combine images within a photo of a person/group in Photoshop.<br/>Produce multi-step tricks using filters in Photoshop.<br/>Construct a User Interface for a handheld device in Photoshop.<br/>Create an alternate world inside a school locker using Photoshop.<br/>Create a photo collage using variety/harmony.</p> |
| <b>Unit 4:<br/>Advertising</b> | 5 weeks<br>May-June   | <p>NJSLS.VPA.1.3.12.D.2<br/>NJSLS.VPA.1.4.12.B.2<br/>NJSLS.VPA.1.4.12.B.3<br/>VA:Cr1.1.IIIa<br/>VA:Cr1.2.Ia<br/>VA:Cr2.3.IIIa<br/>VA:Pr6.1.IIa<br/>VA:Re7.2.IIa<br/>VA:Cn10.1.Ia</p> <p>Technology<br/>NJSLS.TECH.8.1.12.A.1<br/>NJSLS.TECH.8.1.12.B.1</p> <p>Career Ready<br/>NJSLS.CRP6<br/>NJSLS.CRP8</p> | <p>The students will understand the purpose of an advertisement and be able to create their own advertisements using Photoshop and/or Illustrator. (2 weeks)</p> <p>The students will understand the influence of advertng in today's world and be able to utilize this concept in their artwork. (3 weeks)</p> | <p>Combine images in Photoshop to advertise products like the Target ad campaign.<br/>Combine images and text in Photoshop to advertise a zoo or aquarium exhibit/habitat in a magazine format.<br/>Combine images and text in Photoshop or Illustrator to advertise for Coca-Cola in a billboard format.<br/>Combine images and text in Photoshop or Illustrator to advertise a travel destination in a brochure format.<br/>Develop and produce an independent project in Adobe Illustrator or Photoshop.</p>   |



| Unit Title: | Duration/<br>Month(s) | Related Standards:  | Learning Goals: | Topics and Skills: |
|-------------|-----------------------|---|-----------------|--------------------|
|             |                       | ELA<br>NJSL.ELA-LITERACY.CCRA.L.5<br>NJLSA.W4<br><br>Mathematics<br>NJSL.HSG.CO.D.12<br>NJSL.HSG.MG.A.3 |                 |                    |

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|---|--|
| <b>Unit: 1</b> Elements of Art  | <b>Recommended Duration:</b> 10 weeks - September-November |
| <b>Unit Description:</b> The Elements of Art are the building blocks from which all art is created. As students become familiar with these Elements, they will develop aligned software skills using Adobe Illustrator and the Mac. The content of this unit is will be referenced and built upon for the duration of the course. |  |

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| <b>Essential Questions:</b>   | <b>Enduring Understandings:</b>  |
| <ul style="list-style-type: none"> <li>• How do I use the Elements of Art to create effective art works?</li> <li>• How are the Elements of Art used to organize and develop ideas?</li> <li>• What problem solving skills do I need to create Digital Art?</li> <li>• Why is Digital Art necessary?</li> <li>• How can self-reflection help students improve their artwork?</li> </ul> | <p>In today's day and age one must have the skills to digest and understand Visual language and cues, through artwork, design, advertisement, etc. These elements are the starting point for creating and understanding all works of art. One must understand and recognize their implications before meaning can be placed within the artwork.</p> <p>Artists and designers use the elements as a building block for artwork. The way in which someone chooses to arrange the building blocks is how an artwork is created with conscious decisions and intent.</p> <p>Choosing to create Art via Digital software requires an understanding of the possibilities and limitations of the software to enable creative decision-making. Digital Art is ever-present in today's world of commerce and advertising, social media, and technology.</p> <p>The key to personal improvement requires an artist to reflect and build upon the progress made on previous artwork strengthening all future endeavors.</p> |

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| <b>Relevant Standards:</b>   | <b>Learning Goals:</b>   | <b>Learning Objectives:</b>   |
| <p><b>NJSLS.VPA.1.1.12.D.1</b> -Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p><b>NJSLS.VPA.1.2.12.A.1</b> -Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p><b>NJSLS.VPA.1.3.12.D.1</b> -Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional</p> | <p>Students will be able to understand the Elements of Art and be able to utilize these Elements in their artwork. (10 weeks)</p> <p>Students will understand the role of value in producing realistic two-dimensional artwork and be able to use gradients to create their own realistic artwork. (2 weeks)</p> <p>Students will understand proper digital drawing techniques and be able to apply these techniques to their own artwork. (8 weeks)</p> | <p>Create an overlapping shape design in B&amp;W, then color.</p> <p>Create an original Jack O'Lantern face on a vector pumpkin using shape and color.</p> <p>Construct a vector pencil using shape/color/value.</p> <p>Create a realistic scene using shape/color/value.</p> <p>Illustrate 5 kinds of line.</p> <p>Create a tree using line/texture.</p> <p>Develop pen tool skills for free hand drawing using line.</p> <p>Construct a pear illustration using line.</p> <p>Construct an illustration by combining all the Elements of Art.</p> <p>Manipulate the pen tool using line/color.</p> |

| Relevant Standards:   | Learning Goals: | Learning Objectives:  |
|---|-----------------|---|
| <p>artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p><b>NJSLS.VPA.1.3.12.D.2</b> - Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p><b>NJSLS.VPA.1.3.12.D.4</b> - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p><b>NJSLS.VPA.1.4.12.B.2</b> -Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p><b>VA:Cr1.1.Ia-</b> Use multiple approaches to begin creative endeavors.</p> <p><b>VA:Cr1.2.IIa-</b>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p><b>VA:Cr3.1.Ia-</b> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p><b>VA:Pr.4.1.IIa-</b>Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> |                 | <p>Produce a stamp design using all art elements.</p> <p>Produce a detailed Illustration of a car using all art elements.</p> |

| Relevant Standards:  | Learning Goals: | Learning Objectives: |
|--|-----------------|----------------------|
| <p><b>VA:Re7.1.IIIa</b>-Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p> <p><b>VA:Cn10.1.Ia</b>- Document the process of developing ideas from early stages to fully elaborated ideas.</p> |                 |                      |

| Formative Assessments  | Summative Assessments:   | Performance Assessments:   | Major Activities/ Assignments (required):  |
|--|--|--|--|
| <p>Observation of studio practice with digital software</p> <p>Trial and error with software tools (problem solving)</p> <p>Group/whole class discussions- LANSchool entrance/exit tickets</p> <p>Do-now checks</p> <p>Graphic organizers</p> <p>Note-taking</p> <p>One-on-one conferences</p> <p>Peer critiquing</p> <p>Studio Practice</p> <p>Reflective Writing</p> | <p>Written Assessments: Pre-Assessment for Student Growth Objective CSA1 (Google form)</p> <p>Elements of Art Quiz, CSA2 (Google form)</p> | <p>Secondary: Shape Design, Jack O'Lantern, Pencil, Pear, Cartoon</p> <p>Illustration Accuracy</p> | <p>Primary: Realistic Scene, Elements of Art Cube, 4 Fruit/Art Supplies Illustration, Stamp Illustration, Car Illustration</p> |

| <b>Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):</b> <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i> |  |  |  |
|---|--|--|--|
| Special Education Students  | English Language Learners (ELLs)   | At-Risk Learners   | Advanced Learners  |
| <p>Frequent rest breaks</p> <p>Additional time</p> <p>Allow for redos/retakes</p> <p>Pace long term projects</p> <p>Chunk long term projects</p> <p>Clarify instructions</p> <p>Truncated/shortened assessment</p>  | <p>Provide visual instructions</p> <p>Provide visual examples of project</p> <p>Chunk long term projects</p> <p>Clarify instructions</p> | <p>Reduction of distractions</p> <p>Rest breaks</p> <p>Verbal and visual cues regarding directions and staying on task</p> <p>Immediate feedback</p> <p>Work-in-progress check</p> | <p>Provide examples of student work that is "above and beyond"</p> <p>Encourage students to continue even after requirements are met</p> <p>Provide additional art materials to inspire and add to artwork</p> <p>Provide extra credit opportunities</p> |

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

| Special Education Students   | English Language Learners (ELLs) | At-Risk Learners   | Advanced Learners   |
|--|----------------------------------|--|---|
| Practice tasks/warm up tutorials<br>Preferential seating<br>Simplified/fewer criteria for assignments<br>Teacher Notes<br>Individualized teacher instruction |                                  | No penalty for spelling errors or sloppy handwriting<br>Probe incorrect answers of low expectancy students<br>Individualized teacher instruction<br>Use of choice menus<br>Peer Tutoring | Individualized teacher instruction<br>Use of choice menus |

**Instructional Strategies:** *(List and describe.)*

- Identify critical content both verbally, written, and visually
- Provide goals and scales
- Establish classroom routines
- Scaffolding of techniques and methods
- Modeling using teacher-guided demonstrations
- Provide visual student examples
- Cooperative learning between students on techniques
- Direct instruction with individual students
- Check student progress individually and provide meaningful feedback and individualized instruction
- Help students reflect on learning through peer and group critique
- Help students revise knowledge through discussion
- Provide resources and guidance for cognitively complex tasks

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

| Special Education Students  | English Language Learners (ELLs)  | At-Risk Learners  | Advanced Learners   |
|---|---|---|---|
| Demonstrate value and respect for low expectancy students<br>Ask questions of low expectancy students | Review of directions<br>Support auditory presentations with visuals<br>Extra visual and verbal cues and prompts | Demonstrate value and respect for low expectancy students<br>Ask questions of low expectancy students | Provide examples of student work that is “above and beyond”<br>Encourage students to continue even after requirements are met |

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| <p>Probe incorrect answers of low expectancy students</p> <p>Additional time for assignments</p> <p>Review of directions</p> <p>Provision of notes or outlines</p> <p>Concrete examples</p> <p>Preferential seating</p> <p>Adjusted assignment timelines</p> <p>Immediate feedback</p> <p>Work-in-progress check</p> <p>Personalized examples</p> <p>Use of choice menus</p> | <p>Immediate feedback</p> <p>Work-in-progress check</p> <p>Personalized examples</p> <p>Use of choice menus</p> | <p>Probe incorrect answers of low expectancy students</p> <p>Assistance in maintaining an uncluttered space</p> <p>Weekly home-school communications tools</p> <p>Space for movement or breaks</p> <p>Preferential Seating</p> <p>Reduction of distractions</p> <p>Alternate quiet and active time</p> <p>Teach time management skills</p> <p>Rest breaks</p> <p>Verbal and visual cues regarding directions and staying on task</p> <p>Activity checklists</p> <p>Varied reinforcement procedures</p> <p>Immediate feedback</p> <p>Work-in-progress check</p> <p>No penalty for spelling errors or sloppy handwriting</p> <p>Use of choice menus</p> | <p>Provide additional art materials to inspire and add to artwork</p> <p>Provide extra credit opportunities</p> <p>Use of choice menus</p> |
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| <p><b>Unit Vocabulary:</b></p> <p><b>Essential:</b> Elements of Art and basic color theory, Adobe Illustrator software &amp; tools</p> <p><b>Non-Essential:</b> advanced color theory terms</p> |
|---|

| <p><b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b></p>  | <p><b>Integration of Technology:</b><br/><i>(Note the SAMR Model elements used and how.)</i></p>  | <p><b>21<sup>st</sup> Century Themes:</b><br/><i>(Check and explain how the connection is made.)</i></p>   | <p><b>21<sup>st</sup> Century Skills:</b><br/><i>(Check and explain how the connection is made.)</i></p>   |
|--|---|--|--|
| <p><b>ELA:</b></p> <p><b>NJSLSA.W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p><b>S-</b> Google Slide presentations and video clips in Ensemble will be used to present new material to the students.</p> <p><b>S-</b> Students utilize Google image searches for art reference /idea</p> | <p><b>Global Awareness</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively with peers celebrating diversity and respect</li> </ul> <p><b>Financial, Economic, Business, &amp; Entrepreneurial Literacy</b></p> | <p><b>Creativity &amp; Innovation</b></p> <ul style="list-style-type: none"> <li>• Create artwork using a variety of media and techniques</li> </ul> <p><b>Critical Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Discover how different digital techniques can be utilized for</li> </ul> |

| <b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>   | <b>Integration of Technology:</b><br><i>(Note the SAMR Model elements used and how.)</i>   | <b>21<sup>st</sup> Century Themes:</b><br><i>(Check and explain how the connection is made.)</i>          | <b>21<sup>st</sup> Century Skills:</b><br><i>(Check and explain how the connection is made.)</i>  |
|--|--|---|---|
| <p><b>NJSLS.ELA-LITERACY.CCRA.L.5</b><br/>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>Mathematics:</b></p> <p><b>NJSLS.HSG.CO.D.12</b> Make formal geometric constructions with a variety of tools and methods</p> <p><b>NJSLS.HSG.MG.A.3</b> Apply geometric methods to solve design problems</p> <p><b>Technology:</b></p> <p><b>NJSLS.TECH.8.1.12.A.1</b> Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p><b>NJSLS.TECH.8.1.12.B.1</b> Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>Career Ready Practices:</p> <p><b>NJSLS.CRP6</b> Demonstrate creativity and innovation.</p> <p><b>NJSLS.CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> | <p>generation.</p> <p><b>S-</b> Students utilize Google Docs for note taking instead of pencil and paper.</p> <p><b>A-</b> Google classroom will be used to communicate class content to students.</p> <p><b>A-</b> Students utilize online Kahoot games for content review.</p> <p><b>A-</b> Google Forms will be used to administer assessments instead of pencil and paper.</p> <p><b>A-</b> Art tutorial websites may be used for reference in addition to paper handouts.</p> <p><b>M-</b> Students create original digital art using Adobe software.</p> | <ul style="list-style-type: none"> <li>• Understand the role of digital art in today's economy</li> </ul> | <p>different effects in artwork and determine the best time to use each method</p> <p><b>Life and Career Skills</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of technical proficiency and craftsmanship on finished products</li> <li>• Demonstrate the value of following specific instructions by completing assignments per teacher protocol</li> </ul> <p><b>Communication &amp; Collaboration</b></p> <ul style="list-style-type: none"> <li>• Follow verbal, written, and demonstrated instructions for completion of each assignment</li> <li>• Communicate plans for artwork to teacher and peers via sketchbook</li> </ul> <p>Participate in peer critique to examine, reflect on, plan, and execute revision for works of art</p> |

**Resources:**

**Texts/Materials:** Adobe Classroom in a Book Series, Learning Scales, Teacher Handouts, Rubrics, Templates, and Choice Menus, Articles, Web Tutorials, Word Wall, Google Classroom and Adobe Software

**Unit: 2** Principles of Art

**Recommended Duration:** 7 weeks - November-January

**Unit Description:** This unit focuses on the Principles of Art and will be referenced and utilized for the duration of the course. These Principles are ways to organize or arrange the Elements of Art learned in Unit 1. Students will continue to develop and refine their skills in Adobe Illustrator.



| Essential Questions:  | Enduring Understandings:   |
|---|--|
| <ul style="list-style-type: none"> <li>• How do the Principles of Art guide the creation of artwork?</li> <li>• How do the Principles of Art affect decision-making during the creative process?</li> <li>• What role does Graphic Design play in today’s society?</li> <li>• How is Digital Art infused in our daily life?</li> <li>• In what ways do artists influence society and/or society influence art?</li> <li>• How can self-reflection help students improve their artwork?</li> <li>• Why are logos and slogans necessary in the business world?</li> </ul> | <p>In today's day and age one must have the skills to digest and understand visual language and cues, through artwork, design, advertisement, etc. These principles are the starting point for creating and understanding all works of art. One must understand and recognize their implications before meaning can be placed within the artwork.</p> <p>Artists and designers use the principles as ways to organize the elements in an artwork. The way in which someone chooses to arrange the building blocks is how an artwork is created with conscious decisions and intent.</p> <p>Graphic Design is ever-present in today’s world of commerce and advertising, social media, and technology.</p> <p>Digital Art is all around us in the everyday products we use in our daily lives.</p> <p>Art can influence consumer choices and, in turn, influence artists’ choices.</p> <p>The key to personal improvement requires an artist to reflect and build upon the progress made on previous artwork strengthening all future endeavors.</p> <p>Logos and slogans provide identity to companies in the world of branding and advertising.</p> |

| Relevant Standards:  | Learning Goals:   | Learning Objectives:  |
|--|---|---|
| <p><b>NJSLS.VPA.1.1.12.D.1</b> Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p><b>NJSLS.VPA.1.3.12.D.1</b> Synthesize the elements of art and principles of design in an original portfolio of two and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p><b>NJSLS.VPA.1.3.12.D.4</b> Analyze the syntax and compositional and stylistic principles of two and three-dimensional artworks in multiple art media including computer-assisted artwork and</p> | <p>Students will be able to understand the Principles of Art and be able to utilize these Principles in their artwork. (7 weeks)</p> <p>Students will understand basic typography and be able to utilize type in their artwork. (4 weeks)</p> <p>Students will understand basic graphic design concepts and be able to utilize these concepts in their artwork. (3 weeks)</p> | <p>Convert a Van Gogh Painting into a digital Illustration with an added Pop Culture reference using texture/movement.</p> <p>Design a tessellation using a pattern.</p> <p>Manipulate the Adobe Illustrator type tools.</p> <p>Manipulate the character and paragraph palettes.</p> <p>Construct a face made entirely of type using variety.</p> <p>Create an Initial design using radial symmetry.</p> <p>Create font flake designs using radial symmetry.</p> <p>Develop a personal logo design with 4 different ideas.</p> <p>Develop a personal logo design with 4 different revisions.</p> <p>Finalize personal logo design.</p> <p>Apply final personal logo design to 2 business card designs (1 vertical/1 horizontal).</p> <p>Apply final business card to stationery set design.</p> |

| Relevant Standards:   | Learning Goals: | Learning Objectives:                           |
|---|-----------------|--|
| <p>interpret themes and symbols suggested by the artworks.</p> <p><b>NJSLS.VPA.1.4.12.B.1</b> Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p><b>NJSLS.VPA.1.4.12.B.3</b> Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p> <p><b>VA:Cr2.1.IIa</b><br/>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>VA:Cr1.2.IIa</b><br/>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p><b>VA:Cr3.1.IIa</b><br/>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.</p> <p><b>VA:Pr.4.1.IIa</b><br/>Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p><b>VA:Re7.2.IIa</b></p> |                 | <p>Develop a t-shirt design using balance.</p> |

| Relevant Standards:   | Learning Goals: | Learning Objectives: |
|---|-----------------|----------------------|
| Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.<br><b>VA:Cn10.1.1a</b><br>Document the process of developing ideas from early stages to fully elaborated ideas. |                 |                      |

| Formative Assessments   | Summative Assessments:   | Performance Assessments:  | Major Activities/ Assignments (required):  |
|---|--|---|--|
| Observation of studio practice with digital software<br>Trial and error with software tools (problem solving)<br>Group/whole class discussions- LANSchool entrance/exit tickets<br>Do-now checks<br>Graphic organizers<br>Note-taking<br>One-on-one conferences<br>Peer critiquing<br>Studio Practice<br>Reflective Writing | Written Assessments: Principles of Art Quiz, CSA3 (Google forms) | Secondary: Tessellation Plan, Font Flakes, Logo, Senior Trip T-shirt Design | Primary: Digital Painting, Tessellation, Font Face, Personal Logo Design Portfolio |

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

| Special Education Students  | English Language Learners (ELLs)  | At-Risk Learners  | Advanced Learners   |
|---|---|---|---|
| Frequent rest breaks<br>Additional time<br>Allow for redos/retakes<br>Pace long term projects<br>Chunk long term projects<br>Clarify instructions<br>Truncated/shortened assessment<br>Practice tasks/warm up tutorials | Provide visual instructions<br>Provide visual examples of project<br>Chunk long term projects<br>Clarify instructions | Reduction of distractions<br>Rest breaks<br>Verbal and visual cues regarding directions and staying on task<br>Immediate feedback<br>Work-in-progress check<br>No penalty for spelling errors or sloppy handwriting | Provide examples of student work that is "above and beyond"<br>Encourage students to continue even after requirements are met<br>Provide additional art materials to inspire and add to artwork<br>Provide extra credit opportunities<br>Individualized teacher instruction |

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

| Special Education Students   | English Language Learners (ELLs) | At-Risk Learners   | Advanced Learners   |
|--|----------------------------------|--|---------------------|
| Preferential seating<br>Simplified/fewer criteria for assignments<br>Teacher Notes<br>Individualized teacher instruction |                                  | Probe incorrect answers of low expectancy students<br>Individualized teacher instruction<br>Use of choice menus<br>Peer Tutoring | Use of choice menus |

**Instructional Strategies:** *(List and describe.)*

- Identify critical content both verbally, written, and visually
- Provide goals and scales
- Establish classroom routines
- Scaffolding of techniques and methods
- Modeling using teacher-guided demonstrations
- Provide visual student examples
- Cooperative learning between students on techniques
- Direct instruction with individual students
- Check student progress individually and provide meaningful feedback and individualized instruction
- Help students reflect on learning through peer and group critique
- Help students revise knowledge through discussion
- Provide resources and guidance for cognitively complex tasks

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

| Special Education Students  | English Language Learners (ELLs)  | At-Risk Learners  | Advanced Learners   |
|---|---|---|---|
| Demonstrate value and respect for low expectancy students<br>Ask questions of low expectancy students<br>Probe incorrect answers of low expectancy students | Review of directions<br>Support auditory presentations with visuals<br>Extra visual and verbal cues and prompts<br>Immediate feedback | Demonstrate value and respect for low expectancy students<br>Ask questions of low expectancy students<br>Probe incorrect answers of low expectancy students | Provide examples of student work that is “above and beyond”<br>Encourage students to continue even after requirements are met<br>Provide additional art materials to inspire and add to artwork |

|  |   |   |  |
|--|---|---|--|
| <p>Additional time for assignments<br/> Review of directions<br/> Provision of notes or outlines<br/> Concrete examples<br/> Preferential seating<br/> Adjusted assignment timelines<br/> Immediate feedback<br/> Work-in-progress check<br/> Personalized examples<br/> Use of choice menus</p> | <p>Work-in-progress check<br/> Personalized examples<br/> Use of choice menus</p> | <p>Assistance in maintaining an uncluttered space<br/> Weekly home-school communications tools<br/> Space for movement or breaks<br/> Preferential Seating<br/> Reduction of distractions<br/> Alternate quiet and active time<br/> Teach time management skills<br/> Rest breaks<br/> Verbal and visual cues regarding directions and staying on task<br/> Activity checklists<br/> Varied reinforcement procedures<br/> Immediate feedback<br/> Work-in-progress check<br/> No penalty for spelling errors or sloppy handwriting<br/> Use of choice menus</p> | <p>Provide extra credit opportunities<br/> Use of choice menus</p> |
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|---|
| <p><b>Unit Vocabulary:</b></p> <p><b>Essential:</b> Principles of Art, Adobe Illustrator software &amp; tools<br/> <b>Non-Essential:</b> advanced graphic design and typography terms</p> |
|---|

| <p><b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b></p>  | <p><b>Integration of Technology:</b><br/> <i>(Note the SAMR Model elements used and how.)</i></p>   | <p><b>21<sup>st</sup> Century Themes:</b><br/> <i>(Check and explain how the connection is made.)</i></p>  | <p><b>21<sup>st</sup> Century Skills:</b><br/> <i>(Check and explain how the connection is made.)</i></p>  |
|--|---|--|--|
| <p><b>ELA:</b><br/> <b>NJSLSA.W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p><b>S-</b> Google Slide presentations and video clips in Ensemble will be used to present new material to the students.<br/> <b>S-</b> Students utilize Google image searches for art reference /idea</p> | <p><b>Global Awareness</b></p> <ul style="list-style-type: none"> <li>Work collaboratively with peers celebrating diversity and respect</li> </ul> <p><b>Financial, Economic, Business, &amp; Entrepreneurial Literacy</b></p> | <p><b>Creativity &amp; Innovation</b></p> <ul style="list-style-type: none"> <li>Create artwork using a variety of media and techniques</li> </ul> <p><b>Critical Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li>Discover how different digital techniques can be utilized for</li> </ul> |

| <b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>  | <b>Integration of Technology:</b><br><i>(Note the SAMR Model elements used and how.)</i>   | <b>21<sup>st</sup> Century Themes:</b><br><i>(Check and explain how the connection is made.)</i>          | <b>21<sup>st</sup> Century Skills:</b><br><i>(Check and explain how the connection is made.)</i>  |
|---|--|---|---|
| <p><b>NJSLS.ELA-LITERACY.CCRA.L.5</b><br/>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>Mathematics:</b></p> <p><b>NJSLS.HSG.CO.D.12</b> Make formal geometric constructions with a variety of tools and methods</p> <p><b>NJSLS.HSG.MG.A.3</b> Apply geometric methods to solve design problems</p> <p><b>NJSLS.HSG.CO.A.5</b> Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure. Specify a sequence of transformations that will carry a given figure onto another.</p> <p><b>Technology:</b></p> <p><b>NJSLS.TECH.8.1.12.A.1</b> Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p><b>NJSLS.TECH.8.1.12.B.1</b> Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> | <p>generation.</p> <p><b>S-</b> Students utilize Google Docs for note taking instead of pencil and paper.</p> <p><b>A-</b> Google classroom will be used to communicate class content to students.</p> <p><b>A-</b> Students utilize online Kahoot games for content review.</p> <p><b>A-</b> Google Forms will be used to administer assessments instead of pencil and paper.</p> <p><b>A-</b> Art tutorial websites may be used for reference in addition to paper handouts.</p> <p><b>M-</b> Students create original digital art using Adobe software.</p> | <ul style="list-style-type: none"> <li>• Understand the role of digital art in today's economy</li> </ul> | <p>different effects in artwork and determine the best time to use each method</p> <p><b>Life and Career Skills</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of technical proficiency and craftsmanship on finished products</li> <li>• Demonstrate the value of following specific instructions by completing assignments per teacher protocol</li> </ul> <p><b>Communication &amp; Collaboration</b></p> <ul style="list-style-type: none"> <li>• Follow verbal, written, and demonstrated instructions for completion of each assignment</li> <li>• Communicate plans for artwork to teacher and peers via sketchbook</li> </ul> <p>Participate in peer critique to examine, reflect on, plan, and execute revision for works of art</p> |

| <b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>  | <b>Integration of Technology:</b><br><i>(Note the SAMR Model elements used and how.)</i> | <b>21<sup>st</sup> Century Themes:</b><br><i>(Check and explain how the connection is made.)</i> | <b>21<sup>st</sup> Century Skills:</b><br><i>(Check and explain how the connection is made.)</i> |
|---|--|--|--|
| Career Ready Practices:<br><br><b>NJSLS.CRP6</b> Demonstrate creativity and innovation.<br><b>NJSLS.CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them. |  |  |  |

| <b>Resources:</b>  |
|--|
| <b>Texts/Materials:</b> Adobe Classroom in a Book Series, Learning Scales, Teacher Handouts, Rubrics, Templates, and Choice Menus, Articles, Web Tutorials, Word Wall, Google Classroom and Adobe Software |

| <b>Unit: 3 Photoshop</b>  | <b>Recommended Duration: 9 weeks – February to April</b> |
|---|--|
| <b>Unit Description:</b> This unit focuses on Adobe Photoshop software basics, including image editing concepts and manipulation of digital photos. Students will continue to develop, refine, and apply their skills learned in Adobe Illustrator. |  |

| Essential Questions:   | Enduring Understandings:   |
|--|--|
| <ul style="list-style-type: none"> <li>• What role does graphic design play in today’s society?</li> <li>• How is Digital Art, specifically Photoshop, infused into our daily life?</li> <li>• In what ways do artists influence society and/or society influence art?</li> <li>• How does the use of Photoshop affect one’s view of self-image in today’s world?</li> <li>• How can self-reflection help students improve their artwork?</li> </ul> | <p>Graphic Design is ever-present in today’s world of commerce and advertising, social media, and technology.</p> <p>Digital Art is all around us in the everyday products we use in our daily lives. Photoshop is an integral part of advertising. All magazine, billboard, packaging photos have been edited in Photoshop.</p> <p>Art can influence consumer choices and, in turn, influence artists’ choices. Photoshopped models “perfect faces and bodies” can affect a person’s self-image negatively. It is hard to compare oneself to an edited file. Students should be aware that these images are not real life. We can learn to edit our own images, too. The key to personal improvement requires an artist to reflect and build upon the progress made on previous artwork strengthening all future endeavors.</p> |

| Relevant Standards:   | Learning Goals:  | Learning Objectives:  |
|---|--|---|
| <p><b>NJSLS.VPA.1.3.12.D.1</b> Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p><b>NJSLS.VPA.1.3.12.D.2</b> Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p><b>NJSLS.VPA.1.3.12.D.4</b> Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p><b>NJSLS.VPA.1.4.12.B.2</b> Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how</p> | <p>Students will be able to understand basic image editing concepts and be able to manipulate photos in Photoshop. (all 9 weeks)</p> <p>Students will understand what it means “to Photoshop” an image and be able to successfully juxtapose images in their own artwork. (4 weeks)</p> <p>Students will be able to understand the Elements/Principles of Art and be able to utilize these Elements/Principles in their artwork. (5 weeks)</p> | <p>Make a selection in Photoshop.</p> <p>Make controlled selections and change colors in Photoshop.</p> <p>Make controlled selections and move objects in Photoshop.</p> <p>Compile a multi-layered Photoshop file.</p> <p>Compile surreal images from the internet cleanly into 1 overall scene.</p> <p>Experiment with various non-essential tools in Photoshop.</p> <p>Make controlled selections and move objects in Photoshop.</p> <p>Alter one’s face using Photoshop.</p> <p>Create one’s own album cover art.</p> <p>Create one’s own movie cover art by inventing a sequel or prequel to a favorite movie.</p> <p>Construct a word made of multiple images inside the text in Photoshop.</p> |



| Relevant Standards:  | Learning Goals: | Learning Objectives:  |
|--|-----------------|---|
| <p>the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p><b>NJSLS.VPA.1.4.12.B.3</b> - Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p> <p><b>VA:Cr1.2.1a</b><br/>Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.</p> <p><b>VA:Cr2.3.1a</b><br/>Redesign an object, system, place, or design in response to contemporary issues.</p> <p><b>VA:Pr.4.1.1a</b>-Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p><b>VA:Pr5.1.1a</b><br/>Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p><b>VA:Re7.1.1a</b>-Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p> <p><b>VA:Re7.2.1a</b><br/>Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p> |                 | <p>Combine images within a photo of a person/group in Photoshop.</p> <p>Produce multi-step tricks using filters in Photoshop.</p> <p>Construct a User Interface for a handheld device in Photoshop.</p> <p>Create an alternate world inside a school locker using Photoshop.</p> <p>Create a photo collage using variety/harmony.</p> |

| <b>Formative Assessments</b>  | <b>Summative Assessments:</b>   | <b>Performance Assessments:</b>  | <b>Major Activities/ Assignments (required):</b>  |
|---|---|--|---|
| Observation of studio practice with digital software<br>Trial and error with software tools (problem solving)<br>Group/whole class discussions- LANSchool entrance/exit tickets<br>Do-now checks<br>Graphic organizers<br>Note-taking<br>One-on-one conferences<br>Peer critiquing<br>Studio Practice<br>Reflective Writing | Written Assessments: Adobe Illustrator vs. Adobe Photoshop Quiz (Google form) | Secondary: Layers, Celebrity Mash-up, Word Illustration, Photoshop Tricks, Interface | Primary: Surrealism, Face, Album Cover Art, Movie Cover Art, Paste-Into Portrait, Locker Art, Patriotic Collage |

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

| <b>Special Education Students</b>   | <b>English Language Learners (ELLs)</b>   | <b>At-Risk Learners</b>   | <b>Advanced Learners</b>   |
|---|---|---|--|
| Frequent rest breaks<br>Additional time<br>Allow for redos/retakes<br>Pace long term projects<br>Chunk long term projects<br>Clarify instructions<br>Truncated/shortened assessment<br>Practice tasks/warm up tutorials<br>Preferential seating<br>Simplified/fewer criteria for assignments<br>Teacher Notes<br>Individualized teacher instruction | Provide visual instructions<br>Provide visual examples of project<br>Chunk long term projects<br>Clarify instructions | Reduction of distractions<br>Rest breaks<br>Verbal and visual cues regarding directions and staying on task<br>Immediate feedback<br>Work-in-progress check<br>No penalty for spelling errors or sloppy handwriting<br>Probe incorrect answers of low expectancy students<br>Individualized teacher instruction<br>Use of choice menus<br>Peer Tutoring | Provide examples of student work that is "above and beyond"<br>Encourage students to continue even after requirements are met<br>Provide additional art materials to inspire and add to artwork<br>Provide extra credit opportunities<br>Individualized teacher instruction<br>Use of choice menus |

**Instructional Strategies:** *(List and describe.)*

Identify critical content both verbally, written, and visually  
 Provide goals and scales  
 Establish classroom routines  
 Scaffolding of techniques and methods  
 Modeling using teacher-guided demonstrations  
 Provide visual student examples  
 Cooperative learning between students on techniques  
 Direct instruction with individual students  
 Check student progress individually and provide meaningful feedback and individualized instruction  
 Help students reflect on learning through peer and group critique  
 Help students revise knowledge through discussion  
 Provide resources and guidance for cognitively complex tasks

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

| Special Education Students   | English Language Learners (ELLs)  | At-Risk Learners  | Advanced Learners  |
|--|---|---|--|
| Demonstrate value and respect for low expectancy students<br>Ask questions of low expectancy students<br>Probe incorrect answers of low expectancy students<br>Additional time for assignments<br>Review of directions<br>Provision of notes or outlines<br>Concrete examples<br>Preferential seating<br>Adjusted assignment timelines<br>Immediate feedback<br>Work-in-progress check<br>Personalized examples<br>Use of choice menus | Review of directions<br>Support auditory presentations with visuals<br>Extra visual and verbal cues and prompts<br>Immediate feedback<br>Work-in-progress check<br>Personalized examples<br>Use of choice menus | Demonstrate value and respect for low expectancy students<br>Ask questions of low expectancy students<br>Probe incorrect answers of low expectancy students<br>Assistance in maintaining an uncluttered space<br>Weekly home-school communications tools<br>Space for movement or breaks<br>Preferential Seating<br>Reduction of distractions<br>Alternate quiet and active time<br>Teach time management skills<br>Rest breaks | Provide examples of student work that is “above and beyond”<br>Encourage students to continue even after requirements are met<br>Provide additional art materials to inspire and add to artwork<br>Provide extra credit opportunities<br>Use of choice menus |

|  |  |  |  |
|--|--|--|--|
|  |  | Verbal and visual cues regarding directions and staying on task<br>Activity checklists<br>Varied reinforcement procedures<br>Immediate feedback<br>Work-in-progress check<br>No penalty for spelling errors or sloppy handwriting<br>Use of choice menus |  |
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| <b>Unit Vocabulary:</b>   |
| <b>Essential:</b> Elements and Principles of Art, Adobe Photoshop software and tools, key commands, vector, raster, CMYK, RGB |
| <b>Non-Essential:</b> advanced design terms   |

| <b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>  | <b>Integration of Technology:</b><br><i>(Note the SAMR Model elements used and how.)</i>  | <b>21<sup>st</sup> Century Themes:</b><br><i>(Check and explain how the connection is made.)</i>   | <b>21<sup>st</sup> Century Skills:</b><br><i>(Check and explain how the connection is made.)</i>   |
|---|---|--|--|
| <p><b>ELA:</b><br/> <b>NJSLSA.W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br/> <b>NJSLS.ELA-LITERACY.CCRA.L.5</b><br/>           Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br/> <b>Mathematics:</b><br/> <b>NJSLS.HSG.CO.D.12</b> Make formal geometric constructions with a variety of tools and methods<br/> <b>NJSLS.HSG.MG.A.3</b> Apply geometric</p> | <p><b>S-</b> Google Slide presentations and video clips in Ensemble will be used to present new material to the students.<br/> <b>S-</b> Students utilize Google image searches for art reference /idea generation.<br/> <b>S-</b> Students utilize Google Docs for note taking instead of pencil and paper.<br/> <b>A-</b> Google classroom will be used to communicate class content to students.<br/> <b>A-</b> Students utilize online Kahoot games for content review.<br/> <b>A-</b> Google Forms will be used to</p> | <p><b>Global Awareness</b></p> <ul style="list-style-type: none"> <li>Work collaboratively with peers celebrating diversity and respect</li> </ul> <p><b>Financial, Economic, Business, &amp; Entrepreneurial Literacy</b></p> <ul style="list-style-type: none"> <li>Understand the role of digital art in today's economy</li> </ul> | <p><b>Creativity &amp; Innovation</b></p> <ul style="list-style-type: none"> <li>Create artwork using a variety of media and techniques</li> </ul> <p><b>Critical Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li>Discover how different digital techniques can be utilized for different effects in artwork and determine the best time to use each method</li> </ul> <p><b>Life and Career Skills</b></p> <ul style="list-style-type: none"> <li>Understand the importance of technical proficiency and craftsmanship on finished products</li> <li>Demonstrate the value of following specific instructions by</li> </ul> |

| <b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>  | <b>Integration of Technology:</b><br><i>(Note the SAMR Model elements used and how.)</i>   | <b>21<sup>st</sup> Century Themes:</b><br><i>(Check and explain how the connection is made.)</i> | <b>21<sup>st</sup> Century Skills:</b><br><i>(Check and explain how the connection is made.)</i>  |
|---|--|--|---|
| <p>methods to solve design problems</p> <p><b>Technology:</b></p> <p><b>NJSLS.TECH.8.1.12.A.1</b> Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p><b>NJSLS.TECH.8.1.12.B.1</b> Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>Career Ready Practices:</p> <p><b>NJSLS.CRP6</b> Demonstrate creativity and innovation.</p> <p><b>NJSLS.CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> | <p>administer assessments instead of pencil and paper.</p> <p><b>A-</b> Art tutorial websites may be used for reference in addition to paper handouts.</p> <p><b>M-</b> Students create original digital art using Adobe software.</p> |  | <p>completing assignments per teacher protocol</p> <p><b>Communication &amp; Collaboration</b></p> <ul style="list-style-type: none"> <li>• Follow verbal, written, and demonstrated instructions for completion of each assignment</li> <li>• Communicate plans for artwork to teacher and peers via sketchbook</li> </ul> <p>Participate in peer critique to examine, reflect on, plan, and execute revision for works of art</p> |

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| <b>Resources:</b>  |
| <b>Texts/Materials:</b> Adobe Classroom in a Book Series, Learning Scales, Teacher Handouts, Rubrics, Templates, and Choice Menus, Articles, Web Tutorials, Word Wall, Google Classroom and Adobe Software |

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| <b>Unit: 4 Advertising</b>   | <b>Recommended Duration: 5 weeks – May-June</b> |
| <b>Unit Description:</b> This unit focuses on advertising. The purpose of advertising to consumers is to inform, influence, remind, and/or add value to product sales. Students will continue to develop, refine, and apply their skills learned in Adobe Illustrator and Photoshop. |   |

| Essential Questions:  | Enduring Understandings:   |
|---|--|
| <ul style="list-style-type: none"> <li>• What role does graphic design play in today's society?</li> <li>• How is advertising infused into our daily life?</li> <li>• In what ways do artists influence society?</li> <li>• How can self-reflection help students improve their artwork?</li> </ul> | <p>Graphic Design is ever-present in today's world of commerce and advertising, social media, and technology.</p> <p>Advertising influences our choices, sometimes subliminally, in the everyday products we use in our daily lives.</p> <p>Art can influence consumer choices and, in turn, influence artists' choices.</p> <p>The key to personal improvement requires an artist to reflect and build upon the progress made on previous artwork strengthening all future endeavors.</p> |

| Relevant Standards:  | Learning Goals:  | Learning Objectives:  |
|--|--|---|
| <p><b>NJSLS.VPA.1.3.12.D.2</b> Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p><b>NJSLS.VPA.1.4.12.B.2</b> Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p><b>NJSLS.VPA.1.4.12.B.3</b> Determine the role of art and art making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p> <p><b>VA:Cr1.1.IIIa</b><br/>Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change</p> <p><b>VA:Cr1.2.Ia</b></p> | <p>The students will understand the purpose of an advertisement and be able to create their own advertisements using Photoshop and/or Illustrator. (2 weeks)</p> <p>The students will understand the influence of advertising in today's world and be able to utilize this concept in their artwork. (3 weeks)</p> | <p>Combine images in Photoshop to advertise products like the Target ad campaign.</p> <p>Combine images and text in Photoshop to advertise a zoo or aquarium exhibit/habitat in a magazine format.</p> <p>Combine images and text in Photoshop or Illustrator to advertise for Coca-Cola in a billboard format.</p> <p>Combine images and text in Photoshop or Illustrator to advertise a travel destination in a brochure format.</p> <p>Develop and produce an independent project in Adobe Illustrator or Photoshop.</p> |

| Relevant Standards:  | Learning Goals: | Learning Objectives: |
|--|-----------------|----------------------|
| <p>Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.</p> <p><b>VA:Cr2.3.IIIa</b><br/>Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</p> <p><b>VA:Pr6.1.IIa</b><br/>Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</p> <p><b>VA:Re7.2.IIa</b><br/>Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p> <p><b>VA:Cn10.1.Ia</b><br/>Document the process of developing ideas from early stages to fully elaborated ideas.</p> |                 |                      |

| Formative Assessments  | Summative Assessments:                         | Performance Assessments:                      | Major Activities/ Assignments (required):          |
|--|--|---|--|
| <p>Observation of studio practice with digital software</p> <p>Trial and error with software tools (problem solving)</p> <p>Group/whole class discussions- LANSchool entrance/exit tickets</p> <p>Do-now checks</p> <p>Graphic organizers</p> <p>Note-taking</p> <p>One-on-one conferences</p> <p>Peer critiquing</p> <p>Studio Practice</p> | <p>Written Assessments: CSA4 (Google form)</p> | <p>Secondary: Zoo Ad, Coca-Cola Billboard</p> | <p>Primary: Repeated Products, Travel Brochure</p> |



| Formative Assessments | Summative Assessments: | Performance Assessments: | Major Activities/ Assignments (required): |
|-----------------------|------------------------|--------------------------|---|
| Reflective Writing    |                        |                          |   |

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

| Special Education Students  | English Language Learners (ELLs)  | At-Risk Learners  | Advanced Learners  |
|---|---|---|--|
| Frequent rest breaks<br>Additional time<br>Allow for redos/retakes<br>Pace long term projects<br>Chunk long term projects<br>Clarify instructions<br>Truncated/shortened assessment<br>Practice tasks/warm up tutorials<br>Preferential seating<br>Simplified/fewer criteria for assignments<br>Teacher Notes<br>Individualized teacher instruction | Provide visual instructions<br>Provide visual examples of project<br>Chunk long term projects<br>Clarify instructions | Reduction of distractions<br>Rest breaks<br>Verbal and visual cues regarding directions and staying on task<br>Immediate feedback<br>Work-in-progress check<br>No penalty for spelling errors or sloppy handwriting<br>Probe incorrect answers of low expectancy students<br>Individualized teacher instruction<br>Use of choice menus<br>Peer Tutoring | Provide examples of student work that is “above and beyond”<br>Encourage students to continue even after requirements are met<br>Provide additional art materials to inspire and add to artwork<br>Provide extra credit opportunities<br>Individualized teacher instruction<br>Use of choice menus |

**Instructional Strategies:** *(List and describe.)*

Identify critical content both verbally, written, and visually  
 Provide goals and scales  
 Establish classroom routines  
 Scaffolding of techniques and methods  
 Modeling using teacher-guided demonstrations  
 Provide visual student examples  
 Cooperative learning between students on techniques  
 Direct instruction with individual students  
 Check student progress individually and provide meaningful feedback and individualized instruction  
 Help students reflect on learning through peer and group critique  
 Help students revise knowledge through discussion

| <b>Instructional Strategies: (List and describe.)</b>  |   |   |  |
|--|---|---|--|
| Provide resources and guidance for cognitively complex tasks   |   |   |  |
| <b>Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</b>  |   |   |  |
| <b>Special Education Students</b>  | <b>English Language Learners (ELLs)</b>   | <b>At-Risk Learners</b>   | <b>Advanced Learners</b>   |
| Demonstrate value and respect for low expectancy students<br>Ask questions of low expectancy students<br>Probe incorrect answers of low expectancy students<br>Additional time for assignments<br>Review of directions<br>Provision of notes or outlines<br>Concrete examples<br>Preferential seating<br>Adjusted assignment timelines<br>Immediate feedback<br>Work-in-progress check<br>Personalized examples<br>Use of choice menus | Review of directions<br>Support auditory presentations with visuals<br>Extra visual and verbal cues and prompts<br>Immediate feedback<br>Work-in-progress check<br>Personalized examples<br>Use of choice menus | Demonstrate value and respect for low expectancy students<br>Ask questions of low expectancy students<br>Probe incorrect answers of low expectancy students<br>Assistance in maintaining an uncluttered space<br>Weekly home-school communications tools<br>Space for movement or breaks<br>Preferential Seating<br>Reduction of distractions<br>Alternate quiet and active time<br>Teach time management skills<br>Rest breaks<br>Verbal and visual cues regarding directions and staying on task<br>Activity checklists<br>Varied reinforcement procedures<br>Immediate feedback<br>Work-in-progress check<br>No penalty for spelling errors or sloppy handwriting<br>Use of choice menus | Provide examples of student work that is “above and beyond”<br>Encourage students to continue even after requirements are met<br>Provide additional art materials to inspire and add to artwork<br>Provide extra credit opportunities<br>Use of choice menus |

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|---|--|--|--|
| <p>using multiple digital tools and resources.</p> <p>Career Ready Practices:</p> <p><b>NJSLS.CRP6</b> Demonstrate creativity and innovation.</p> <p><b>NJSLS.CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> |  |  | works of art   |

| <b>Resources:</b>   |
|---|
| <p><b>Texts/Materials:</b> Adobe Classroom in a Book Series, Learning Scales, Teacher Handouts, Rubrics, Templates, and Choice Menus, Articles, Web Tutorials, Word Wall, Google Classroom and Adobe Software</p> |