

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Digital Design and Illustration 2	Grade Level(s): 11-12
Department: Visual and Performing Arts	Credits: 5
BOE Adoption Date: October 2018	Revision Date(s): October 2019

ABSTRACT

Digital Design and Illustration 2 is offered as a second year, Digital Art elective. Students will further develop career-oriented digital skills with an emphasis on current trends in Graphic Design and Illustration. Students will continue to utilize Adobe Illustrator and Adobe Photoshop software as an art tool to plan and create advanced digital illustrations and designs. Students will be encouraged to work at an advanced level, explore and develop personal styles and techniques, and work independently on a variety of projects including but not limited to t-shirt designs, vector portraits, information graphics, typography, editing personal photos, and package design solutions.

TABLE OF CONTENTS

Mission Statement	Page 3
Curriculum and Instruction Goals	Page 3
How to Read this Document	Page 3
Terms to Know	Page 3
Pacing Guide	Page 6
Curriculum Units	Page 10

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. **21st 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:

Prerequisite(s):

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 1: Elements and Principles of Art and Typography</p>	<p>9 weeks September- November</p>	<p>NJSLS.VPA.1.1.12.D.1 NJSLS.VPA.1.3.12.D.1 NJSLS.VPA.1.3.12.D.2 NJSLS.VPA.1.3.12.D.4 NJSLS.VPA.1.4.12.B.2 VA:Cr1.1.IIa VA:Cr1.2.IIIa VA:Cr2.1.IIIa VA:Cr3.1.IIa VA:Re7.2.IIa VA:Cn10.1.IIIa</p> <p>Technology NJSLS.TECH.8.1.12.A.1 NJSLS.TECH.8.1.12.B.1</p> <p>Career Ready NJSLS.CRP6 NJSLS.CRP8</p> <p>ELA NJSLS.ELA-LITERACY.CCRA.L.5 NJSLSA.W4</p> <p>Mathematics NJSLS.HSG.CO.D.12 NJSLS.HSG.MG.A.3</p>	<p>Students will be able to understand the Elements and Principles of Art and be able to utilize these Elements and Principles in their artwork. (3 weeks)</p> <p>Students will understand graphic design concepts and be able to utilize these concepts in their artwork. (3 weeks)</p> <p>Students will understand typography and be able to select and utilize appropriate fonts in their artwork. (3 weeks)</p>	<p>Recall how to utilize simple tools in Illustrator. Develop a design for a Homecoming Spirit T-shirt and Homecoming Invitation. Manipulate the blend tool in Illustrator. Create a design incorporating lines with movement and emphasis. Research and develop a system of information graphics on a topic of choice. Construct an animal using warped text. Illustrate a face made entirely of type using variety.</p>
<p>Unit 2: Illustration</p>	<p>10 weeks November- January</p>	<p>NJSLS.VPA.1.3.12.D.2 NJSLS.VPA.1.3.12.D.4 NJSLS.VPA.1.4.12.B.2 VA:Cr1.2.IIa VA:Cr2.1.IIIa VA:Cr3.1.IIIa VA: Pr.4.1.IIIa</p>	<p>Students will understand and appreciate master level skills in computer illustration and be able to demonstrate this mastery in their artwork. (all 10 weeks)</p> <p>Students will understand the role of value in producing realistic two-dimensional</p>	<p>Create a Monster following step-by-step directions. Manipulate the pen tool.</p> <p>Produce detailed illustrations while demonstrating a mastery of the Illustrator pen tool.</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		VA:Re7.2.1a VA:Cn10.1.11a Technology NJSLS.TECH.8.1.12.A.1 NJSLS.TECH.8.1.12.B.1 21 st Century Life and Careers NJSLS.CRP6 NJSLS.CRP8 Language Arts NJSLS.ELA-LITERACY.CCRA.L.2 NJSLS.ELA-LITERACY.CCRA.L.5 Mathematics NJSLS.HSG.CO.D.12 NJSLS.HSG.MG.A.3	artwork and be able to use gradients to create their own realistic artwork. (2 weeks) Students will understand proper digital drawing techniques and be able to apply these techniques to their own artwork. (8 weeks)	Apply proper proportions to vector illustrations. Produce a vector illustration in a low-poly style.
Unit 3: Perspective	4 weeks February- March	NJSLS.VPA.1.1.12.D.1 NJSLS.VPA.1.2.12.A.1 NJSLS.VPA.1.3.12.D.4 VA:Cr2.1.11a VA:Cr2.3.11a VA:Pr6.1.11a VA:Cn11.1.11a Technology NJSLS.TECH.8.1.12.A.1 NJSLS.TECH.8.1.12.B.1 21 st Century Life and Careers NJSLS.CRP6 NJSLS.CRP8	Students will understand the illusion of perspective and be able to utilize 2-point perspective in their artwork. (all 4 weeks) Students will understand proper craftsmanship adds value to an artwork and be able to apply good craftsmanship techniques to measuring, cutting, and gluing artwork. (1 week)	Construct an illustration using 2-point perspective and the Perspective Grid in Illustrator. Assemble 2-point perspective illustration into a 3D work of art.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		Language Arts NJSLS.ELA-LITERACY.CCRA.L.2 NJSLS.ELA-LITERACY.CCRA.L.5 Mathematics NJSLS.HSG.CO.D.12 NJSLS.HSG.MG.A.3 NJSLS.HSG.CO.A.1		
Unit 4: Photoshop	8 weeks March-May	NJSLS.VPA.1.1.12.D.1 NJSLS.VPA.1.2.12.A.2 NJSLS.VPA.1.3.12.D.2 NJSLS.VPA.1.4.12.B.3 VA:Cr1.1.IIIa VA:Cr1.2.IIIa VA:Pr.4.1.IIa VA:Re7.1.Ia VA:Cn10.1.IIa Technology NJSLS.TECH.8.1.12.A.1 NJSLS.TECH.8.1.12.B.1 21 st Century Life and Careers NJSLS.CRP6 NJSLS.CRP8 Language Arts NJSLS.ELA-LITERACY.CCRA.L.2 NJSLS.ELA-LITERACY.CCRA.L.5 NJSLS.LA.11-12.RST.11-12.4 NJSLS.LA.11-12.WHST.11-12.4 Mathematics	Students will understand basic image editing concepts and be able to manipulate photos in Photoshop. (all 6 weeks) Students will understand what it means “to Photoshop” an image and be able to successfully juxtapose images in their own artwork. (4 weeks) Students will be able to understand the Elements/Principles of Art and be able to apply these Elements/Principles to their artwork. (2 weeks)	Utilize basic selection skills in Photoshop. Utilize basic tools in Photoshop. Utilize basic image editing techniques in Photoshop. Create a Pop Art-style self-portrait using Photoshop. Compile an I-Spy image in Photoshop. Construct a symmetrical kaleidoscope design in Photoshop. Colorize photos in Photoshop. Half-tone photos in Photoshop. Combine multiple photos utilizing a gradient mask in Photoshop. Combine multiple photos utilizing a double-exposure/double light effect in Photoshop. Create a Glitch effect on photos utilizing Photoshop. Transform an image using a Particle Dispersion effect in Photoshop. Create the illusion of Multiplicity by combining photos in Photoshop. Assemble an alternate world in Photoshop. Design a Magazine Cover using Photoshop and the liquify filter.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSLS.HSG.CO.D.12 NJSLS.HSG.MG.A.3 NJSLS.HSG.CO.A.1		
Unit 5: Package Design	2 weeks May-June	NJSLS.VPA.1.3.12.D.2 NJSLS.VPA.1.3.12.D.5 NJSLS.VPA.1.4.12.B.2 NJSLS.VPA.1.4.12.B.3 VA:Cr2.3.IIa VA:Pr5.1.IIa VA:Re7.1.IIIa VA:Cn10.1.IIa Technology NJSLS.TECH.8.1.12.A.1 NJSLS.TECH.8.1.12.B.1 21 st Century Life and Careers NJSLS.CRP6 NJSLS.CRP8 Language Arts NJSLS.ELA-LITERACY.CCRA.L.2 NJSLS.ELA-LITERACY.CCRA.L.5 NJSLS.LA.11-12.RST.11-12.4 Mathematics NJSLS.HSG.CO.D.12 NJSLS.HSG.MG.A.3 NJSLS.HSG.CO.A.1	<p>Students will understand that Package Design is the complete planning and fashioning of a product's container/wrapper and will be able to create their own unique package designs. (2 weeks)</p> <p>Students will be able to understand the Elements/Principles of Art and be able to apply these Elements/Principles to their artwork. (2 weeks)</p>	Design a Cereal brand logo. Design and construct a mini cereal box. Design a beverage brand logo. Design and assemble a beverage label.
Unit 6: Digital & Traditional Media in Art	2 weeks June	NJSLS.VPA.1.1.12.D.1 NJSLS.VPA.1.3.12.D.1 NJSLS.VPA.1.3.12.D.4 NJSLS.VPA.1.4.12.B.2 VA:Cr1.2.IIIa	Students will understand how to incorporate digital art tools with traditional art media and be able to combine multiple methods in their artwork.	Create a Shepard Fairey-like self-portrait stencil and collage. Create a Mixed-Media technique project using Illustrator, Photoshop, and/or traditional art media.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		VA:Pr6.1.IIa VA:Re9.1.IIIa VA:Cn10.1.IIIa Technology NJSLS.TECH.8.1.12.A.1 NJSLS.TECH.8.1.12.B.1 21 st Century Life and Careers NJSLS.CRP6 NJSLS.CRP8 Language Arts NJSLS.ELA-LITERACY.CCRA.L.2 NJSLS.ELA-LITERACY.CCRA.L.5 Mathematics NJSLS.HSG.CO.D.12 NJSLS.HSG.MG.A.3 NJSLS.HSG.CO.A.1	(all 6 weeks) Students will be able to understand the Elements/Principles of Art and be able to apply these Elements/Principles to their artwork. (all 6 weeks)	

Unit: 1 Elements and Principles of Art and Typography	Recommended Duration: 9 weeks - September-November
Unit Description: The Elements and Principles of Art are the organization of building blocks from which all art is created. As students become more familiar with these Elements and Principles, they will develop and refine aligned software skills using Adobe Illustrator on the Mac. This unit also focuses on Typography, trends in fonts, and creative use of fonts. The content of this unit is will be referenced and built upon for the duration of the course.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How do I use the Elements of Art to create effective art works? • How are the Elements of Art used to organize and develop ideas? • What problem solving skills do I need to create Digital Art? • Why is Digital Art necessary? • How can self-reflection help students improve their artwork? • How has graphic design evolved over time? • How is typography infused in our daily life? • In what ways do artists influence society and/or society influence art? • What is “good” typography? 	<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. Technology has influenced the evolution of graphic design over time. Typography is a necessary part of our marketing and consumer world. Art can influence consumer choices and, in turn, influence artists’ choices. Choosing the right font for job is an important part of a designer’s skillset.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.1.12.D.1 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>NJSLS.VPA.1.3.12.D.1 Synthesize the elements of art and principles of design in an original</p>	<p>Students will be able to understand the Elements and Principles of Art and be able to utilize these Elements and Principles in their artwork. (3 weeks)</p> <p>Students will understand graphic design concepts and be able to utilize these concepts in their</p>	<p>Recall how to utilize simple tools in Illustrator.</p> <p>Develop a design for a Homecoming Spirit T-shirt and Homecoming Invitation.</p> <p>Manipulate the blend tool in Illustrator.</p> <p>Create a design incorporating lines with movement and emphasis.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>NJSLS.VPA.1.3.12.D.2 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>NJSLS.VPA.1.3.12.D.4 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>NJSLS.VPA.1.4.12.B.2 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>VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p> <p>VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p>VA:Cr3.1.IIa Engage in constructive critique</p>	<p>artwork. (3 weeks)</p> <p>Students will understand typography and be able to select and utilize appropriate fonts in their artwork. (3 weeks)</p>	<p>Research and develop a system of information graphics on a topic of choice.</p> <p>Produce a menu design for a breakfast/coffee shop.</p> <p>Construct an animal using warped text.</p> <p>Illustrate a face made entirely of type using variety.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>VA:Re7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p> <p>VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</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>Typography Quiz (Google form)</p> <p>CSA2 (Google form)</p>	<p>Secondary: Homecoming T-shirt Design, Homecoming Ticket Design, Blend Tool, Line Art Design, Warped Animal</p>	<p>Primary: Monster Illustration, Information Graphics, Magazine/Menu double-page spread, Micrography Portrait</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): <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>Provide visual instructions</p> <p>Provide visual examples of project</p> <p>Chunk long term projects</p>	<p>Reduction of distractions</p> <p>Rest breaks</p>	<p>Provide examples of student work that is “above and beyond”</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
Pace long term projects Chunk long term projects Clarify instructions Truncated/shortened assessment Practice tasks/warm up tutorials Preferential seating Simplified/fewer criteria for assignments Teacher Notes Individualized teacher instruction	Clarify instructions	Verbal and visual cues regarding directions and staying on task Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Probe incorrect answers of low expectancy students Individualized teacher instruction Use of choice menus Peer Tutoring	Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities Individualized teacher instruction 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
<p>Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Additional time for assignments Review of directions Provision of notes or outlines Concrete examples Preferential seating Adjusted assignment timelines Immediate feedback Work-in-progress check Personalized examples Use of choice menus</p>	<p>Review of directions Support auditory presentations with visuals Extra visual and verbal cues and prompts Immediate feedback Work-in-progress check Personalized examples Use of choice menus</p>	<p>Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Assistance in maintaining an uncluttered space Weekly home-school communications tools Space for movement or breaks Preferential Seating Reduction of distractions Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Activity checklists Varied reinforcement procedures Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Use of choice menus</p>	<p>Provide examples of student work that is “above and beyond” Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities Use of choice menus</p>

Unit Vocabulary:

Essential: Elements and Principles of Art, color theory, Adobe Illustrator software and tools, key commands, leading, kerning, serif, san-serif, script, warp, flush right/left, justified, title/area type

Non-Essential: advanced design terms

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>ELA: NJSLSA.W4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Mathematics: NJSLS.HSG.CO.D.12 Make formal geometric constructions with a variety of tools and methods NJSLS.HSG.MG.A.3 Apply geometric methods to solve design problems</p> <p>Technology: NJSLS.TECH.8.1.12.A.1 Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. NJSLS.TECH.8.1.12.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>Career Ready Practices: NJSLS.CRP6 Demonstrate creativity and innovation.</p>	<p>S- Google Slide presentations and video clips in Ensemble will be used to present new material to the students. S- Students utilize Google image searches for art reference /idea generation. S- Students utilize Google Docs for note taking instead of pencil and paper. A- Google classroom will be used to communicate class content to students. A- Students utilize online Kahoot games for content review. A- Google Forms will be used to administer assessments instead of pencil and paper. A- Art tutorial websites may be used for reference in addition to paper handouts. M- Students create original digital art using Adobe software.</p>	<p>21st Century Themes: <i>(Check and explain how the connection is made.)</i></p> <p>Global Awareness</p> <ul style="list-style-type: none"> • Work collaboratively with peers celebrating diversity and respect <p>Financial, Economic, Business, & Entrepreneurial Literacy Understand the role of digital art in today’s economy</p>	<p>21st Century Skills: <i>(Check and explain how the connection is made.)</i></p> <p>Creativity & Innovation</p> <ul style="list-style-type: none"> • Create artwork using a variety of media and techniques <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Discover how different digital techniques can be utilized for different effects in artwork and determine the best time to use each method <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Understand the importance of technical proficiency and craftsmanship on finished products • Demonstrate the value of following specific instructions by completing assignments per teacher protocol <p>Communication & Collaboration</p> <ul style="list-style-type: none"> • Follow verbal, written, and demonstrated instructions for completion of each assignment • Communicate plans for artwork to teacher and peers via sketchbook <p>Participate in peer critique to examine, reflect on, plan, and execute revision for works of art</p>

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

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 Illustration	Recommended Duration: 10 weeks – November-January
Unit Description: Digital illustration is the use of digital tools to produce images under the direct manipulation of the artist. Illustration is an interpretation or visual explanation of a text, concept or process, designed for integration in published media, such as posters, flyers, magazines, books, etc. Students will continue to develop and refine their drawing skills in Adobe Illustrator. The content of this unit will be referenced and built upon for the duration of the course.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What problem solving skills do I need to create Digital Art? • How can digital illustration allow artists to interpret images and concepts differently than traditional art media? • How does observational drawing make artists look at things differently? • How can self-reflection help students improve their artwork? 	<p>There are multiple ways to solve problems in Digital Art. Students can find their own unique ways to conceive and create works of art.</p> <p>Many students find digital art media to be user-friendly even if they do not have strong skills in traditional art media. There is more opportunity to revise artwork and achieve more polished results.</p> <p>Observational drawing forces the artist to use right-brained thinking processes for deeper learning and understanding.</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>NJSLS.VPA.1.3.12.D.2 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>NJSLS.VPA.1.3.12.D.4 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>NJSLS.VPA.1.4.12.B.2 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</p>	<p>Students will understand and appreciate master level skills in computer illustration and be able to demonstrate this mastery 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 a Monster following step-by-step directions. Manipulate the pen tool.</p> <p>Produce detailed illustrations while demonstrating a mastery of the Illustrator pen tool.</p> <p>Apply proper proportions to vector illustrations.</p> <p>Produce a vector illustration in a low-poly style.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>shown may impact perceptions of its significance/meaning.</p> <p>VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p>VA:Cr3.1.IIIa Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>VA: Pr.4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p>VA:Re7.2.Ia Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</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>Written Assessments: Student Portfolio Self-Assessment</p>	<p>Secondary: Pumpkin, Low-Poly Illustration</p>	<p>Primary: Dog/Cat Illustration, Eye Illustration, Vector Portrait</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Note-taking One-on-one conferences Peer critiquing Studio Practice 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 Additional time Allow for redos/retakes Pace long term projects Chunk long term projects Clarify instructions Truncated/shortened assessment Practice tasks/warm up tutorials Preferential seating Simplified/fewer criteria for assignments Teacher Notes Individualized teacher instruction	Provide visual instructions Provide visual examples of project Chunk long term projects Clarify instructions	Reduction of distractions Rest breaks Verbal and visual cues regarding directions and staying on task Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Probe incorrect answers of low expectancy students Individualized teacher instruction Use of choice menus Peer Tutoring	Provide examples of student work that is "above and beyond" Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities Individualized teacher instruction 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
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Instructional Strategies: <i>(List and describe.)</i>			
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): <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Additional time for assignments Review of directions Provision of notes or outlines Concrete examples Preferential seating Adjusted assignment timelines Immediate feedback Work-in-progress check Personalized examples Use of choice menus	Review of directions Support auditory presentations with visuals Extra visual and verbal cues and prompts Immediate feedback Work-in-progress check Personalized examples Use of choice menus	Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Assistance in maintaining an uncluttered space Weekly home-school communications tools Space for movement or breaks Preferential Seating Reduction of distractions Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Activity checklists Varied reinforcement procedures Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Use of choice menus	Provide examples of student work that is “above and beyond” Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities Use of choice menus

Unit Vocabulary:
Essential: Elements and Principles of Art, color theory, Adobe Illustrator software and tools, key commands, vector, gradient mesh, Gaussian blur
Non-Essential: advanced design terms

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>ELA: NJSLSA.W4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Mathematics:</p> <p>NJSLS.HSG.CO.D.12 Make formal geometric constructions with a variety of tools and methods NJSLS.HSG.MG.A.3 Apply geometric methods to solve design problems</p> <p>Technology:</p> <p>NJSLS.TECH.8.1.12.A.1 Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. NJSLS.TECH.8.1.12.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p>	<p>S- Google Slide presentations and video clips in Ensemble will be used to present new material to the students. S- Students utilize Google image searches for art reference /idea generation. S- Students utilize Google Docs for note taking instead of pencil and paper. A- Google classroom will be used to communicate class content to students. A- Students utilize online Kahoot games for content review. A- Google Forms will be used to administer assessments instead of pencil and paper. A- Art tutorial websites may be used for reference in addition to paper handouts. M- Students create original digital art using Adobe software.</p>	<p>Global Awareness</p> <ul style="list-style-type: none"> Work collaboratively with peers celebrating diversity and respect <p>Financial, Economic, Business, & Entrepreneurial Literacy Understand the role of digital art in today's economy</p>	<p>Creativity & Innovation</p> <ul style="list-style-type: none"> Create artwork using a variety of media and techniques <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> Discover how different digital techniques can be utilized for different effects in artwork and determine the best time to use each method <p>Life and Career Skills</p> <ul style="list-style-type: none"> Understand the importance of technical proficiency and craftsmanship on finished products Demonstrate the value of following specific instructions by completing assignments per teacher protocol <p>Communication & Collaboration</p> <ul style="list-style-type: none"> Follow verbal, written, and demonstrated instructions for completion of each assignment Communicate plans for artwork to teacher and peers via sketchbook <p>Participate in peer critique to examine, reflect on, plan, and execute revision for works of art</p>

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

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: 3 Perspective	Recommended Duration: 4 weeks –February-March
Unit Description: This unit focuses on Perspective, the use of overlapping objects, size variation, and converging lines to create the illusion of 3-dimensional space on a 2-dimensional surface. These Students will continue to develop and refine their skills in Adobe Illustrator, specifically using the Perspective Grid.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How has the discovery of perspective affected art and art making since the Renaissance? • How is depth conveyed visually? Why? • In what ways has technology enhanced the function of perspective in art today? • How has technology changed the way images are constructed and interpreted? 	<p>Perspective revolutionized the art world during the Renaissance as CGI has in today’s world. Realistic details in art are always a measure of achievement.</p> <p>There are many ways to achieve the illusion of depth in an artwork. This provides the viewer with a sense of reality.</p> <p>Art software has enabled artists to utilize perspective with few errors, unlike traditional methods using rulers and drawing tools.</p> <p>Technology advancements have enabled artists to create and construct work with accuracy and detail that cannot be done by hand.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.1.12.D.1 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>NJSLS.VPA.1.3.12.D.1 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>NJSLS.VPA.1.3.12.D.2 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>NJSLS.VPA.1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two-</p>	<p>Students will understand the illusion of perspective and be able to utilize 2-point perspective in their artwork. (all 4 weeks)</p> <p>Students will understand proper craftsmanship adds value to an artwork and be able to apply good craftsmanship techniques to measuring, cutting, and gluing artwork. (1 week)</p>	<p>Construct an illustration using 2-point perspective and the Perspective Grid in Adobe Illustrator.</p> <p>Assemble 2-point perspective illustration into a 3D work of art.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>NJSLS.VPA.1.4.12.B.2 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>VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Cr2.3.IIIa Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</p> <p>VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</p> <p>VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</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>Written Assessments: CSA3 (Google form)</p>	<p>Secondary: 3D Assembly of Perspective Illustration</p>	<p>Primary: 2 point Perspective Illustration</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Graphic organizers Note-taking One-on-one conferences Peer critiquing Studio Practice 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 Additional time Allow for redos/retakes Pace long term projects Chunk long term projects Clarify instructions Truncated/shortened assessment Practice tasks/warm up tutorials Preferential seating Simplified/fewer criteria for assignments Teacher Notes Individualized teacher instruction	Provide visual instructions Provide visual examples of project Chunk long term projects Clarify instructions	Reduction of distractions Rest breaks Verbal and visual cues regarding directions and staying on task Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Probe incorrect answers of low expectancy students Individualized teacher instruction Use of choice menus Peer Tutoring	Provide examples of student work that is "above and beyond" Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities Individualized teacher instruction 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

Instructional Strategies: (List and describe.)			
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 Ask questions of low expectancy students Probe incorrect answers of low expectancy students Additional time for assignments Review of directions Provision of notes or outlines Concrete examples Preferential seating Adjusted assignment timelines Immediate feedback Work-in-progress check Personalized examples Use of choice menus	Review of directions Support auditory presentations with visuals Extra visual and verbal cues and prompts Immediate feedback Work-in-progress check Personalized examples Use of choice menus	Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Assistance in maintaining an uncluttered space Weekly home-school communications tools Space for movement or breaks Preferential Seating Reduction of distractions Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Activity checklists Varied reinforcement procedures Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Use of choice menus	Provide examples of student work that is "above and beyond" Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities Use of choice menus

Unit Vocabulary:
Essential: Elements and Principles of Art, color theory, Adobe Illustrator software and tools, key commands, horizon line, vanishing point, 1 point, 2 point, perspective, depth, proportion, foreground, middle ground, background
Non-Essential: advanced design terms

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>ELA: NJSLSA.W4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Mathematics:</p> <p>NJSLS.HSG.CO.D.12 Make formal geometric constructions with a variety of tools and methods NJSLS.HSG.MG.A.3 Apply geometric methods to solve design problems</p> <p>Technology:</p> <p>NJSLS.TECH.8.1.12.A.1 Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. NJSLS.TECH.8.1.12.B.1 Illustrate and communicate original ideas and stories</p>	<p>S- Google Slide presentations and video clips in Ensemble will be used to present new material to the students. S- Students utilize Google image searches for art reference /idea generation. S- Students utilize Google Docs for note taking instead of pencil and paper. A- Google classroom will be used to communicate class content to students. A- Students utilize online Kahoot games for content review. A- Google Forms will be used to administer assessments instead of pencil and paper. A- Art tutorial websites may be used for reference in addition to paper handouts. M- Students create original digital art using Adobe software.</p>	<p>Global Awareness</p> <ul style="list-style-type: none"> Work collaboratively with peers celebrating diversity and respect <p>Financial, Economic, Business, & Entrepreneurial Literacy Understand the role of digital art in today's economy</p>	<p>Creativity & Innovation</p> <ul style="list-style-type: none"> Create artwork using a variety of media and techniques <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> Discover how different digital techniques can be utilized for different effects in artwork and determine the best time to use each method <p>Life and Career Skills</p> <ul style="list-style-type: none"> Understand the importance of technical proficiency and craftsmanship on finished products Demonstrate the value of following specific instructions by completing assignments per teacher protocol <p>Communication & Collaboration</p> <ul style="list-style-type: none"> Follow verbal, written, and demonstrated instructions for completion of each assignment Communicate plans for artwork to teacher and peers via sketchbook <p>Participate in peer critique to examine, reflect on, plan, and execute revision for</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>using multiple digital tools and resources.</p> <p>Career Ready Practices: NJSLS.CRP6 Demonstrate creativity and innovation. NJSLS.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p>			works of art

Resources:
<p>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</p>

Unit: 4 Photoshop	Recommended Duration: 8 weeks - March-May
Unit Description: This unit focuses on Adobe Photoshop, a raster image editing software. This software allows users to manipulate, crop, resize, and change color on digital photos as well as many other creative and advanced techniques and effects. Students will continue to refine and apply their skills learned in Adobe Illustrator and Photoshop from Digital Design & Illustration 1.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What role does graphic design play in today’s society? • How is Digital Art, specifically Photoshop, infused into our daily life? • In what ways do artists influence society and/or society influence art? • How does the use of Photoshop affect one’s view of self-image in today’s world? • How can self-reflection help students improve their artwork? 	<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>NJSLS.VPA.1.1.12.D.1 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>NJSLS.VPA.1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>NJSLS.VPA.1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy,</p>	<p>Students will understand basic image editing concepts and be able to manipulate photos in Photoshop. (all 6 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 apply these Elements/Principles to their artwork. (2 weeks)</p>	<p>Utilize basic selection skills in Photoshop.</p> <p>Utilize basic tools in Photoshop.</p> <p>Utilize basic image editing techniques in Photoshop.</p> <p>Create a Pop Art-style self-portrait using Photoshop.</p> <p>Compile an I-Spy image in Photoshop.</p> <p>Construct a symmetrical kaleidoscope design in Photoshop.</p> <p>Colorize photos in Photoshop.</p> <p>Half-tone photos in Photoshop.</p> <p>Combine multiple photos utilizing a gradient mask in Photoshop.</p> <p>Combine multiple photos utilizing a double-exposure/double light effect in Photoshop.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>methods, techniques, and cultural understanding.</p> <p>NJSLS.VPA.1.4.12.B.3 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>VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change</p> <p>VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>VA:Pr.4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p>VA:Re7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p>		<p>Create a Glitch effect on photos utilizing Photoshop.</p> <p>Transform an image using a Particle Dispersion effect in Photoshop.</p> <p>Create the illusion of Multiplicity by combining photos in Photoshop.</p> <p>Assemble an alternate world in Photoshop.</p> <p>Design a Magazine Cover using Photoshop and the liquify filter.</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-</p>	<p>Written Assessments: Photoshop Quiz (Google form)</p>	<p>Secondary: Skorch, Multiple Photo Edit Techniques, Animal Hoax, Liquify Magazine Cover</p>	<p>Primary: I-Spy, Kaleidoscope, Pop Art Portrait</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
LANSchool entrance/exit tickets Do-now checks Graphic organizers Note-taking One-on-one conferences Peer critiquing Studio Practice Reflective Writing			

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Instructional Strategies: *(List and describe.)*

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Unit Vocabulary:
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Non-Essential: advanced design terms

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>ELA: NJSLSA.W4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Mathematics:</p> <p>NJSLS.HSG.CO.D.12 Make formal geometric constructions with a variety of tools and methods NJSLS.HSG.MG.A.3 Apply geometric methods to solve design problems</p> <p>Technology:</p> <p>NJSLS.TECH.8.1.12.A.1 Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. NJSLS.TECH.8.1.12.B.1 Illustrate and communicate original ideas and stories</p>	<p>S- Google Slide presentations and video clips in Ensemble will be used to present new material to the students. S- Students utilize Google image searches for art reference /idea generation. S- Students utilize Google Docs for note taking instead of pencil and paper. A- Google classroom will be used to communicate class content to students. A- Students utilize online Kahoot games for content review. A- Google Forms will be used to administer assessments instead of pencil and paper. A- Art tutorial websites may be used for reference in addition to paper handouts. M- Students create original digital art using Adobe software.</p>	<p>21st Century Themes: <i>(Check and explain how the connection is made.)</i></p> <p>Global Awareness</p> <ul style="list-style-type: none"> Work collaboratively with peers celebrating diversity and respect <p>Financial, Economic, Business, & Entrepreneurial Literacy Understand the role of digital art in today's economy</p>	<p>21st Century Skills: <i>(Check and explain how the connection is made.)</i></p> <p>Creativity & Innovation</p> <ul style="list-style-type: none"> Create artwork using a variety of media and techniques <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> Discover how different digital techniques can be utilized for different effects in artwork and determine the best time to use each method <p>Life and Career Skills</p> <ul style="list-style-type: none"> Understand the importance of technical proficiency and craftsmanship on finished products Demonstrate the value of following specific instructions by completing assignments per teacher protocol <p>Communication & Collaboration</p> <ul style="list-style-type: none"> Follow verbal, written, and demonstrated instructions for completion of each assignment Communicate plans for artwork to teacher and peers via sketchbook <p>Participate in peer critique to examine, reflect on, plan, and execute revision for</p>

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

Resources:
<p>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</p>

Unit: 5 Package Design	Recommended Duration: 2 weeks June
Unit Description: This unit focuses on package design; the discipline of creating the container, graphics and visible outer presence of a product a consumer buys at retail or might receive in the mail. This container may range from a simple bottle and label to an elaborate box. Students will continue to refine and apply their skills learned in Adobe Illustrator and/or Photoshop.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What role does graphic design play in today’s society? • How does product packaging influence the consumer? • In what ways do artists influence society and/or society influence art? • How can self-reflection help students improve their artwork? 	<p>Graphic Design is ever-present in today’s world of commerce and advertising, social media, and technology.</p> <p>Package Design 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>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.3.12.D.2- 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>NJSLS.VPA.1.3.12.D.5- Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>NJSLS.VPA.1.4.12.B.2- 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>NJSLS.VPA.1.4.12.B.3- Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual,</p>	<p>Students will understand that Package Design is the complete planning and fashioning of a product’s container/ wrapper and will be able to create their own unique package designs. (2 weeks)</p> <p>Students will be able to understand the Elements/Principles of Art and be able to apply these Elements/Principles to their artwork. (2 weeks)</p>	<p>Design a Cereal brand logo.</p> <p>Design and construct a mini cereal box.</p> <p>Design a beverage brand logo.</p> <p>Design and assemble a beverage label.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>performing, and multimedia arts for consumers, creators, and performers around the world.</p> <p>VA:Cr2.3.IIa- Redesign an object, system, place, or design in response to contemporary issues.</p> <p>VA:Pr5.1.IIa- Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p>VA:Re7.1.IIIa- Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p> <p>VA:Cn10.1.IIa- Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</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: Package Design Quiz</p>	<p>Secondary: Cereal Logo Design, Beverage Logo Design</p>	<p>Primary: Cereal Box Design, Beverage Label Design</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
Frequent rest breaks Additional time Allow for redos/retakes Pace long term projects Chunk long term projects Clarify instructions Truncated/shortened assessment Practice tasks/warm up tutorials Preferential seating Simplified/fewer criteria for assignments Teacher Notes Individualized teacher instruction	Provide visual instructions Provide visual examples of project Chunk long term projects Clarify instructions	Reduction of distractions Rest breaks Verbal and visual cues regarding directions and staying on task Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Probe incorrect answers of low expectancy students Individualized teacher instruction Use of choice menus Peer Tutoring	Provide examples of student work that is "above and beyond" Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities Individualized teacher instruction 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
<p>Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Additional time for assignments Review of directions Provision of notes or outlines Concrete examples Preferential seating Adjusted assignment timelines Immediate feedback Work-in-progress check Personalized examples Use of choice menus</p>	<p>Review of directions Support auditory presentations with visuals Extra visual and verbal cues and prompts Immediate feedback Work-in-progress check Personalized examples Use of choice menus</p>	<p>Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Assistance in maintaining an uncluttered space Weekly home-school communications tools Space for movement or breaks Preferential Seating Reduction of distractions Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Activity checklists Varied reinforcement procedures Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Use of choice menus</p>	<p>Provide examples of student work that is “above and beyond” Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities Use of choice menus</p>

Unit Vocabulary:

Essential: Elements and Principles of Art, color theory, Adobe Illustrator software and tools, key commands, packaging, wrapper, marketing, consumer, barcode, nutrition facts

Non-Essential: advanced design terms

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>ELA: NJSLSA.W4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Mathematics:</p> <p>NJSLS.HSG.CO.D.12 Make formal geometric constructions with a variety of tools and methods NJSLS.HSG.MG.A.3 Apply geometric methods to solve design problems</p> <p>Technology:</p> <p>NJSLS.TECH.8.1.12.A.1 Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. NJSLS.TECH.8.1.12.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>Career Ready Practices:</p>	<p>S- Google Slide presentations and video clips in Ensemble will be used to present new material to the students. S- Students utilize Google image searches for art reference /idea generation. S- Students utilize Google Docs for note taking instead of pencil and paper. A- Google classroom will be used to communicate class content to students. A- Students utilize online Kahoot games for content review. A- Google Forms will be used to administer assessments instead of pencil and paper. A- Art tutorial websites may be used for reference in addition to paper handouts. M- Students create original digital art using Adobe software.</p>	<p>21st Century Themes: <i>(Check and explain how the connection is made.)</i></p> <p>Global Awareness</p> <ul style="list-style-type: none"> • Work collaboratively with peers celebrating diversity and respect <p>Financial, Economic, Business, & Entrepreneurial Literacy Understand the role of digital art in today’s economy</p>	<p>21st Century Skills: <i>(Check and explain how the connection is made.)</i></p> <p>Creativity & Innovation</p> <ul style="list-style-type: none"> • Create artwork using a variety of media and techniques <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Discover how different digital techniques can be utilized for different effects in artwork and determine the best time to use each method <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Understand the importance of technical proficiency and craftsmanship on finished products • Demonstrate the value of following specific instructions by completing assignments per teacher protocol <p>Communication & Collaboration</p> <ul style="list-style-type: none"> • Follow verbal, written, and demonstrated instructions for completion of each assignment • Communicate plans for artwork to teacher and peers via sketchbook <p>Participate in peer critique to examine, reflect on, plan, and execute revision for works of art</p>

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<p>NJSLS.CRP6 Demonstrate creativity and innovation.</p> <p>NJSLS.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p>			

Resources:
<p>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</p>

Unit: 6 Digital & Traditional Media in Art	Recommended Duration: 2 weeks –June
Unit Description: This unit focuses on the integration of the computer as an essential art tool that can be utilized in combination with traditional art media. Students will continue to refine and apply their skills learned in Adobe Illustrator and/or Photoshop.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What role does the computer play in today’s art world? • How can the computer aid an artist in the creative process? • In what ways do artists influence society and/or society influence art? • How can self-reflection help students improve their artwork? 	<p>The computer can be considered an art tool just as any other art media. It can be used alone or in combination with other art media such as paint or collage. Just as artists incorporate the camera into the creative process, the computer is a creative tool with unlimited flexibility. It provides artists with the opportunity for endless revisions in order to get their work just right.</p> <p>Art can influence consumer choices and, in turn, influence artists’ choices. 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>NJSLS.VPA.1.1.12.D.1- 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>NJSLS.VPA.1.3.12.D.1- 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>NJSLS.VPA.1.3.12.D.4- 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>Students will understand how to incorporate digital art tools with traditional art media and be able to combine multiple methods in their artwork. (all 6 weeks)</p> <p>Students will be able to understand the Elements/Principles of Art and be able to apply these Elements/Principles to their artwork. (all 6 weeks)</p>	<p>Create a Shepard Fairey-like self-portrait stencil and collage.</p> <p>Create a Mixed-Media technique project using Illustrator, Photoshop, and/or traditional art media.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.4.12.B.2- 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>VA:Cr1.2.IIIa- Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>VA:Pr6.1.IIa- Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</p> <p>VA:Re9.1.IIIa- Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p>VA:Cn10.1.IIIa- Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</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>Written Assessments: CSA4 (Google Form)</p>	<p>Secondary: Stencil, Collage, Theme Design Plan</p>	<p>Primary: Self-Portrait Stencil Collage, Mixed-Media Technique</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
One-on-one conferences Peer critiquing Studio Practice 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
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Help students reflect on learning through peer and group critique Help students revise knowledge through discussion Provide resources and guidance for cognitively complex tasks			
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Unit Vocabulary:
Essential: Elements and Principles of Art, color theory, Adobe Illustrator software and tools, key commands, collage, stencil, mixed-media
Non-Essential: advanced design terms

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