CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
VISUAL AND PERFORMING ARTS DEPARTMENT
DIGITAL ARTS

Digital Arts Curriculum Guide

Pacing Guide: **Digital Arts is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.**	Elements & Principles of Design (approx. 2 weeks) Typography (approx. 3 weeks) Adobe Photoshop Basics (approx. 4 weeks) Photo Manipulation (approx. 2 weeks) Adobe Illustrator & Tablet Basics (approx. 5 weeks) Logos and Branding (approx. 4 weeks) Cartoon Illustration (approx. 5 week) Animation (approx. 5 weeks) Final Project (approx. 6 weeks)

21st Century Skills Standards:	
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee.
	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
	CRP11. Use technology to enhance productivity.
	CRP12. Work productively in teams while using cultural global competence.
Technology Standards:	Use technology when researching for and completing projects and activities.
8.1 Educational Technology	8.1.12.A.1 - Create a personal digital portfolio, which reflects personal and academic interests, achievements and career aspirations by using a variety of digital tools and resources.
	8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review
	8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
	8.1.12.A.4 - Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
(content, process, product and learning environment) **Extension Activities:** ● Incorporate challenging assessments ● Open forums and debates in the classroom regarding controversial issues ● Utilize advanced materials and resources to meet the needs of student ● Competitive and collaborative projects ● Independent projects requiring research skills for assessing information ● Anchor activities ● Advanced discussion techniques ● Set individual goals	**Modifications for Classroom:** ● Modified in-class assignments ● Building background information ● Simplifying language for presentation ● Internet bilingual dictionaries during class and during assignments ● Word banks for tests and quizzes ● Developing content area vocabulary ● Extended time for all assessments ● Use of graphic organizers ● Internet text translators ● Simplification of requirements ● Access to teacher designated google slides and notes ● Concept development ● Collaboration between ESL and classroom teachers ● Pair novice ELL students with advanced ELL students **Modifications for Homework** ● Extended time to complete homework ● Internet text translators	*(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)* **Modifications for Classroom:** ● In-Class-Support ● Graphic Organizers ● Provide study guides ● Extended time on assessments ● Research guides ● Analogies ● Highlighting/underlining ● Note-taking guides ● Cue cards ● Establish timelines ● Clarify assignments, directions, instructions ● Chapter/lecture notes ● Assistive technology ● Provide computer programs to assist with written assignments ● Highlight key vocabulary ● Model skills/techniques ● Parent/teacher communication ● Provide books on tape/CD/digital media as requested by student when appropriate ● Assign peer helper in class ● Pair visual prompts with verbal presentations	**Modifications for Classroom:** ● Intervention and Referral Team (I&RS) in –house strategies for teachers ● Extra textbooks at home ● Extended time for assignments ● Highlight key vocabulary ● Pair visual prompts with verbal presentations ● Model skills/techniques ● Modify assignments ● Preferential seating as noted by student and teacher ● Parent/teacher communication ● Provide books on tape/CD/digital media as requested by the student when appropriate ● Assign peer helper in class ● Pair visual prompts with verbal presentations ● Repetition and practice ● Provide copy of class notes ● Use computers to complete assignments as requested by student ● Provide verbal reminder of assignment ● Check student independent work ● Assist student with planning

	- Use of graphic organizers - Modified homework assignments - Internet bilingual dictionaries - Provide student with clearly stated and written expectations and grading criteria for homework **Modification for Assessments** - Extended time for tests and quizzes - Restate and clarify directions and questions - Establish procedures for accommodations/modifications for assessments	- Provide verbal reminder of assignments - Check student independent work - Assist student with planning of Assignments **Modifications for Homework** - Extended time to complete homework Simplify complicated assignments into smaller units in phases as needed by student - Provide student with clearly stated and written expectations and grading criteria for assignments **Modification for Assessments** - Extended time for tests and quizzes - Restate and clarify directions and questions - Provide study guides for classroom tests - Establish procedures for accommodations/modifications for assessments	- of assignment - Assist with technology **Modifications for Homework** - Extended time to complete homework - Simplify complicated assignments into smaller units in phases as needed by student - Provide student with clearly stated and written expectations and grading criteria for assignments **Modification for Assessments** - Extended time for tests and quizzes - Restate and clarify directions and questions - Provide study guides for classroom tests - Establish procedures for accommodations/modifications for assessments

CONTENT: Unit 1			
Theme: Principles & Elements of Design			
Essential Questions: What are the principles of design? What are the elements of design? How can we identify principles and elements in graphic works? How can we develop an understanding of terminology? How do we identify a target audience?			
Content *(As a result of this learning segment, students will know…)* ● The steps in the television production process ● The importance of the phases of television production ● Terms and principles of video composition ● The psychological effects of television production ● How to analyze and critique various media productions	**Skills** *(As a result of this learning segment, students will be able to…)* ● Create the pre- production, production, & post-production of a television segment. ● Determine the purpose, message, and audience of television program ● Identify key elements of television production ● Demonstrate ability to storyboard and plan ● Identify and analyze multiple forms of media used today including films	**Assessments** (The above Essential Questions will be assessed with the following formative and summative measures:) ● Classroom Assignments and Activities ● Independent Practice ● Portfolio ● Observation ● Benchmarks ● Quizzes/Tests ● Projects ● Midterm/Final Exam	**Standards:** 8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 2 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities Adobe Suite

CONTENT: Unit 2			
Theme: Typography			
Essential Questions: What is typography? How does finding the right font or text affect the feeling in our work? How can we manipulate text for digital images? Where do we see graphic artists use text in their work? How can we critique the quality of video editing?			
Content *(As a result of this learning segment, students will know…)* ● Terminology associated with typography ● How to follow photoshop tutorials and basic tool usage ● Tone and feeling created through text and font work ● Importance of typography in digital media	**Skills** *(As a result of this learning segment, students will be able to…)* ● Navigate the Adobe Photoshop tools ● Analyze the effects typography on artwork. ● Apply Photoshop tutorials to manipulate typeface. ● Examine digital artwork done by professionals using text ● Critique and analyze final works of digital art	**Assessments** (The above Essential Questions will be assessed with the following formative and summative measures:) ● Classroom Assignments and Activities ● Portfolio ● Independent Practice ● Observations ● Benchmarks ● Quizzes/Tests ● Projects ● Midterm/Final Exam	**Standards:** 8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 4 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities Adobe Suite iphones/ cameras

CONTENT: Unit 3			
Theme: Adobe Photoshop Basics			
Essential Questions: What are the essential tools in Adobe Photoshop? How do we work with layers in Adobe Photoshop? How can we produce a graphic image using graphic software? How are graphic images used in today's media?			
Content *(As a result of this learning segment, students will know…)* ● Adobe Photoshop tools ● Terminology associated with Adobe Photoshop illustrations ● Layers in graphic image development ● How graphics are used in various types of media	**Skills** *(As a result of this learning segment, students will be able to…)* ● Apply knowledge of Adobe Photoshop tools to create a graphic image ● Identify tools used to produce a digital image ● Demonstrate how to create a digital illustration ● Discuss how graphics are used in today's media ● Produce an original image using Adobe Photoshop tools	**Assessments** (The above Essential Questions will be assessed with the following formative and summative measures:) ● Classroom Assignments and Activities ● Benchmarks ● Portfolio ● Observations ● Independent Practice ● Quizzes/Tests ● Projects ● Midterm/Final Exam	**Standards:** 8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 3 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities Adobe Suite

CONTENT: Unit 4			
Theme: Photo Manipulation			
Essential Questions: How do we apply our knowledge of tools in Adobe Photoshop? How can we alter or distort a photo? How does media alter our perception of reality? How can we create an original photo manipulation?			
Content *(As a result of this learning segment, students will know…)* ● Adobe Photoshop tools ● Terminology associated with Adobe Photoshop illustrations ● Application of photo manipulation techniques ● How media manipulates reality	**Skills** *(As a result of this learning segment, students will be able to…)* ● Apply knowledge of Adobe Photoshop tools to create manipulated photos ● Demonstrate how to distort an image ● Discuss how media distorts our perception of reality ● Produce an original quality photo manipulation	**Assessments** (The above Essential Questions will be assessed with the following formative and summative measures:) ● Classroom Assignments and Activities ● Benchmarks ● Portfolio ● Observations ● Independent Practice ● Quizzes/Tests ● Projects ● Midterm/Final Exam	**Standards:** 8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 2 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities Adobe Suite

CONTENT: Unit 5

Theme: Adobe Illustrator & Tablet Basics

Essential Questions:

What are the essential tools in Adobe Illustrator?

How do we work with layers in Adobe Illustrator?

How can we produce a graphic image using Adobe Illustrator tools?

How do graphic artists use tablets to draw?

How are graphic images used in animation and publications?

Content *(As a result of this learning segment, students will know…)*	Skills *(As a result of this learning segment, students will be able to…)*	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards:
● Adobe Illustrator tools ● Terminology associated with Adobe Illustrator drawings ● Basics of tablet and software use ● Tablet use as a tool for graphic artists	● Apply knowledge of Adobe Illustrator tools to create a graphic image ● Identify tools used to produce a digital illustration ● Discuss how graphics are used for publications and animations ● Produce an original illustration using Adobe Illustrator & tablets	● Classroom Assignments and Activities ● Independent Practice ● Benchmarks ● Portfolio ● Observations ● Quizzes/Tests ● Projects ● Midterm/Final Exam	8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 5 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities

CONTENT: Unit 6

Theme: Logos & Branding

Essential Questions:

What is a logo?

What is the purpose of a logo?

How can we put the purpose of a company or business into a graphic image?

What is a title sequence?

What do we expect from the new broadcasting talent?

How do we reach a target audience using emotion and timing in our broadcast?

Content *(As a result of this learning segment, students will know…)*	Skills *(As a result of this learning segment, students will be able to…)*	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards:
● How to create a title sequence known as a "lead in". ● News broadcasting format and scheduling ● Multicam use for shooting different angles and transitioning ● Proper lighting for news broadcasting	● Create an original title sequence for the school TV broadcasting network ● Learn how to switch from one camera to another ● Demonstrate understanding in directing talent from camera to another ● Create proper lighting for a news broadcast ● Create original news broadcast piece	● Classroom Assignments and Activities ● Independent Practice ● Benchmarks ● Portfolio ● Observation ● Quizzes/Tests ● Projects ● Midterm/Final Exam	8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 4 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities Adobe Suite

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CONTENT: Unit 7			
Theme: Cartoon Illustration			
Essential Questions: How can we produce an illustration on a computer? How do we use tablets for drawing on a computer? How do professionals use cartoon illustrations? How can we produce an original cartoon character using computer software?			
Content *(As a result of this learning segment, students will know…)* ● Key steps to designing a digital illustration ● How tablets are used to illustrate ● Ways in which professionals create characters using computer software	**Skills** *(As a result of this learning segment, students will be able to…)* ● Implement steps to produce an original cartoon using basic shapes and tools ● Identify ways in which professionals use illustration software ● Produce an original cartoon illustration using a vector based program	**Assessments** (The above Essential Questions will be assessed with the following formative and summative measures:) ● Classroom Assignments and Activities ● Independent Practice ● Benchmarks ● Portfolio ● Observation ● Quizzes/Tests ● Projects ● Midterm/Final Exam	**Standards:** 8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 5 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities Adobe Suite

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CONTENT: Unit 8			
Theme: Animation			
Essential Questions: How can we animate cartoon illustrations? What is stop motion animation? How does old animation techniques compare to today's methods? How can we create our own original animation?			
Content *(As a result of this learning segment, students will know...)* ● How illustrations can become animations ● Current software used for animation ● Process behind stop motion animation ● How animation differs today from past practices	**Skills** *(As a result of this learning segment, students will be able to...)* ● Discover the history of animation ● Understand the different methods used in the history of animation ● Learn how to use Adobe Flash/ Adobe Animate to produce an original animation	**Assessments** (The above Essential Questions will be assessed with the following formative and summative measures:) ● Classroom Assignments and Activities ● Independent Practice ● Benchmarks ● Portfolio ● Observations ● Quizzes/Tests ● Projects ● Midterm/Final Exam	**Standards:** 8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 5 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities Adobe Suite

CONTENT: Unit 9
Theme: Final Project
Essential Questions: How can we demonstrate our understanding of computer generated art? How can we apply knowledge of computer software? How can we produce an original body of work? How can we show our thought process behind a design? How can show our understanding of composition and design terminology?

| **Content** *(As a result of this learning segment, students will know…)*

● How to apply design elements to a work of art

● How to apply knowledge of software to produce an original work of art

● Design planning

● Presentation of design work | **Skills** *(As a result of this learning segment, students will be able to…)*

● Apply knowledge of image editing software to produce an original design
● Demonstration thought process and planning for an original work of art
● Present a final graphic design proposal | **Assessments** (The above Essential Questions will be assessed with the following formative and summative measures:)

● Classroom Assignments and Activities
● Independent Practice
● Benchmarks
● Portfolio
● Observations
● Quizzes/Tests
● Projects
● Midterm/Final Exam | **Standards:**
8.1.12.A.1-2
1.1.A-1.4

Time Frame: approx. 6 weeks

Materials:
Demonstrations
Classwork exercises/worksheets
Computer software applications
Internet research and activities
Adobe Suite |