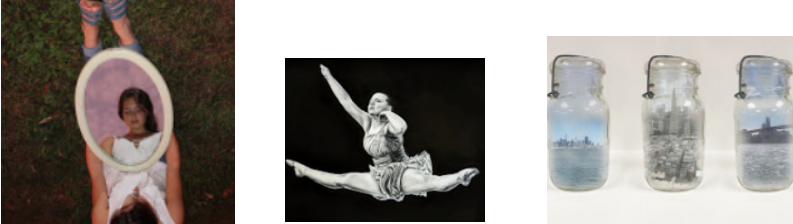
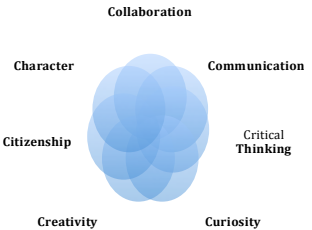


Content Area: Art	Course: Advanced Digital Design	Grade Level: 10-12
	R14 The Seven Cs of Learning 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> • Less Is More 	<ul style="list-style-type: none"> • weeks 	
<ul style="list-style-type: none"> • Applications of Digital Design (Infographic, Advertisement, Posters, Menus) 	<ul style="list-style-type: none"> • 16-18 weeks 	
<ul style="list-style-type: none"> • Product, Packaging, Logo Design 	<ul style="list-style-type: none"> • 4-6 weeks 	
<ul style="list-style-type: none"> • Preparing for Presentation/Competition 	<ul style="list-style-type: none"> • 3-5 weeks 	
<ul style="list-style-type: none"> • Etiquette of Art 	<ul style="list-style-type: none"> • ongoing 	
<ul style="list-style-type: none"> • Art History 	<ul style="list-style-type: none"> • ongoing 	



Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Present	<ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding
Respond	<ul style="list-style-type: none"> • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. • Visual imagery influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria.
Connect	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit Title	Less is More	Length of Unit	3 weeks
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Inquiry Questions (Engaging & Debatable)	How does an artist apply the <i>Less is More</i> concept to imagery and layout? What are ways that an artists can be concise and clear in their intent and design? How can an artist use positive and negative space in their work?
Standards*	Create: Investigate: VA:Cr2.3.IIa Reflect-Refine-Continue: VA:Cr3.1.IIa
Unit Strands & Concepts	<ul style="list-style-type: none"> ● effective and concise layout ● negative and positive space ● black and white vs. color ● appropriate typeface for content
Key Vocabulary	layout, typeface, cropping, less is more, appropriate, concise, clarity, negative and positive space; color

*Standards based on *National Core Arts Standards*

For more information visit: [National Standards for Art](#)

Unit Title	Less Is More	Length of Unit	3 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • How to apply the <i>Less is More</i> concept to imagery and layout • How to be concise and clear in their intent and design 	<ul style="list-style-type: none"> • Students will be able to identify an image of one object that will be used in black and white format, live traced in Adobe Illustrator • Students will experiment with cropping the image as minimally as possible while remaining identifiable to them and peers • Students will experiment with introducing one-three colors beyond the black and white image • Students will use Adobe Illustrator with prior skills and knowledge • Students will combine image with text to form an appropriate layout • Students will self critique and peer critique their layout based on a rubric

Assessments:	formative assessment; summative assessment; class critique
Teacher Resources:	teacher generated resources; Adobe Illustrator; online generated professional resources; magazine layouts;

Unit Title	Infographic	Length of Unit	2 weeks
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Inquiry Questions (Engaging & Debatable)	How does an artist appropriately convey meaning and information using repeated visual elements? What are the elements that make a strong infographic? What elements can threaten the readability of an infographic?
Standards*	Respond: Perceive: VA:Re7.2.IIa
Unit Strands & Concepts	<ul style="list-style-type: none"> ● translating information through image and repeated elements ● visual organization ● craftsmanship/intention
Key Vocabulary	image, repetition, element, color, type, flow, leading the eye, direction, problem solving, convey, size and space relationship, information, consistency

Unit Title	Infographic	Length of Unit	2 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • how to appropriately convey meaning and information using repeated visual elements • the elements that make a strong infographic and elements that can threaten the readability of an infographic 	<ul style="list-style-type: none"> • visually represent information clearly and concisely • use Adobe creative software to create infographic • use color, type, imagery, and repeated elements to visually solve a problem

Assessments:	formative assessment; summative assessment; class critique
Teacher Resources:	teacher generated resources; digital examples;

Unit Title	Advertisement	Length of Unit	2 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is the importance and purpose of image and text both together and isolated? • How does an artist use successful rebrand identity to clearly express new meaning and purpose?
Standards*	Create: Investigate:VA:Cr2.2.IIa Investigate:Va:Cr2.3.IIa
Unit Strands & Concepts	<ul style="list-style-type: none"> • Elements of brand identity • Successfully change and convey new meaning to existing brand identity • Value of image and type
Key Vocabulary	brand identity; meaning; societal values and prior experience of a brand and its purpose; research; campaign; competitors; marketing; function; etiquette

Unit Title	Advertisement	Length of Unit	2 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> the importance and purpose of image and text together and isolated how to successful rebrand identity to clearly express new meaning and purpose 	<ul style="list-style-type: none"> Identify a existing, well known brand to create a new and original campaign for select imagery and text that represents new campaign idea self critique and peer critique research existing brand to understand past campaigns and campaigns of competitors Use existing brand identity

Assessments:	formative assessment; summative assessment; class critique
Teacher Resources:	teacher generated resources;

Unit Title	Product, Packaging, Logo Design	Length of Unit	4-6 weeks
Inquiry Questions (Engaging & Debatable)	What elements are incorporated in identifying a need for a product, building a brand, and marketing to identified consumers? How does a designer defend their brand and its relevance, while allowing it to stand out among competitors?		
Standards*	Create: Investigate:VA:Cr2.2.IIa Reflect-Refine-Continue:VA:Cr3.1.IIa Respond: Perceive:VA:Re7.2.IIa		
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Forms of brand identity ● Identifying need and market for product ● Unique elements that sell and grow a brand ● Experimentation, originality, and innovation ● Treating peers as live market 		
Key Vocabulary	seeking and providing constructive criticism, market, brand, innovation, clarity, competition, advertisement; platform, promotion, application, environment, purpose		

Unit Title	Product, Packaging, Ad, Logo Design	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the pieces that are incorporated in identifying a need for product, building a brand, and marketing to identified consumers how to defend their brand and its relevance, while allowing it to stand out among competitors 	<ul style="list-style-type: none"> Identify a need for product that is original and innovative Design the product using Adobe Creative Suite Create identity for product and brand through color, typeface, and logo Create innovative packaging appropriate for their product in terms of scale and visual/functional content Create a promotional product for customers Create a business card that reflects brand and their position Create 2 advertisements with identified market

Assessments:	formative assessment; summative assessment; class critique
Teacher Resources:	teacher generated resources;

Unit Title	Menu Design	Length of Unit	3-4 weeks
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Inquiry Questions (Engaging & Debatable)	How does a designer work with a business to provide a service and product that can be used by them professionally? What are the considerations of being a designer and possessing an individual style, while accommodating to the needs of the existing brand?
Standards*	<p>Present: Select:VA:Pr4.1.IIa Analyze:VA:Pr5.1.IIa</p> <p>Respond: Perceive:VA:Re7.1.IIa</p>
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Perspective of a freelance designer and client relationship ● Understanding when and how to take appropriate design risks with the ability to reflect upon feedback from client
Key Vocabulary	type and meaning, layout, font size and font style, accommodation, priority, client request, clarity and flow, craftsmanship, incorporation of existing elements, choice, creative risk, relationship, correspondence, file size and type, freedom vs reservation

Unit Title	Menu Design	Length of Unit	3-4 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • How to work with a business to provide a service and product that can be used by them professionally • the considerations of being a designer and possessing an individual style, while accommodating to the needs of the existing brand 	<ul style="list-style-type: none"> • Identify and contact a local restaurant or catering service to offer a menu design • Obtain current menu and discuss changes or goals of new menu with owner/manager • Obtain artwork for business logo • design a menu that reflects business, style, and existing menu with requested alterations • correspond with owner/manager on new design(s) for approval or modifications • email final proof for print resolution and screen resolution for owner to use

Assessments:	formative assessment; summative assessment; class critique
Teacher Resources:	teacher generated resources; online research of local businesses in the food industry;

Unit Title	Layout Book	Length of Unit	4-6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does an artist convey the meaning of their work through formal and informal visual representation? • What are the formal elements of designing, printing, and binding a book 		
Standards*	Create: Investigate: VA:Cr2.1.IIa		
Unit Strands & Concepts	<ul style="list-style-type: none"> • book parts and cohesion • copyright • Formal and information meaning through type and image 		
Key Vocabulary	layout, spread, page, printing, format, margins, columns, type pairs, heading, subheading, body, caption, pull quote, layering, typography, traditional vs nontraditional, cover, cover page, binding, craftsmanship, experimentation, critique		

Unit Title	Layout Book	Length of Unit	4-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • how to convey meaning of an author’s work through formal and informal visual representation • the formal element of designing, printing, and binding a book 	<ul style="list-style-type: none"> • Choose an excerpt from a famous novel • Follow a rubric with requirements • Use type with and without color to represent traditional layout • Use typography to represent novel in a non-traditional format • Use imagery to represent novel • create a book that is cohesive, experimental, and consistent • Use Adobe Indesign, Photoshop, and Illustrator • Proof, bind, sort, cut, and bind book

Assessments:	formative assessment; summative assessment; class critique
Teacher Resources:	teacher generated resources; hard copy examples;

Unit Title	Festival Poster	Length of Unit	4 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> How can visuals attract and be appropriate for an identified market? How does an artists work within specifications of a real event while implementing their own creativity? How does the audience influence the design of a poster? 		
Standards*	<p>Create: Investigate-Plan-Make: VA:Cr1.1.IIa Reflect-Refine-Continue:VA:Cr3.1.IIa</p> <p>Respond: Perceive: VA:Re7.1.IIA</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> national and international research on events that reference culture, interest, art, and society incorporation of personal lense with a larger idea that influences society 		
Key Vocabulary	<p>mailer, poster, size requirements, layout, logo, research, reference, festival, lineup, vendor, market, promotion, recipe, purpose, trademark, style, audience, concept board</p>		

Unit Title	Festival Poster	Length of Unit	4 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The unique characteristics and purpose of music/food festivals • The audience that attends specific festivals • How visuals can attract and be appropriate for an identified market • How to work within specifications of a real event while implementing their own creativity • How to address a mailer according to U.S. mail standards 	<ul style="list-style-type: none"> • Research and identify a food or music festival that is current • Create a logo for the event • Use location, artist lineup, food vendors, and other trademarks of the event within their work • Design a two sided poster/folded mailer that will be informative while also marketing the event; this includes a full poster on one side, and four panels including information and standard U.S. mailing format for one panel • Food Festival: Design a menu card that fits within the mailer • Music Festival: Design a promotional item (sticker, coupon, etc.) that fits within the mailer • Design with use creative freedom and expression in line with festival content

Assessments:	formative assessment; summative assessment; class critique
Teacher Resources:	teacher generated resources; successful and complete student examples of poster and mailer;

Unit Title	Competition	Length of Unit	3-5 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> How do artists share their artistic vision within a variety of topics while following guidelines and timelines? How do artists manage the amount of time they will dedicate to research, design, critique, and submission? 		
Standards*	<p>Present: Share: VA:Pr6.1.IIa</p> <p>Respond: Perceive:VA:Re7.2.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> applying individual sense to broader topic prioritizing work-flow, requirements, and deadlines 		
Key Vocabulary	deadline, research, requirement, concept board, topic, priority, new knowledge, organization, submission		

Unit Title	Competition	Length of Unit	3-5 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • How to share their artistic vision within a variety of topics while following guidelines and timelines • How to manage the amount of time they will dedicate to research, design, critique, and submission 	<ul style="list-style-type: none"> • With teacher direction, students will identify and participate in a competition that accepts digital art. Topics can include a wide variety. • Student will follow guidelines and deadline of the competition • Student will use creativity and resources to complete artwork that is innovative, appropriate, and with craft. • Student will research topic to become knowledgeable in content of competition

Assessments:	formative assessment; summative assessment; class critique
Teacher Resources:	teacher generated resources;

Unit Title	The Etiquette of Art	Length of Unit	ongoing
Inquiry Questions (Engaging & Debatable)	<p>How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>		
Standards*	<p>Create: Investigate: VA:Cr2.2.IIa Reflect- Refine- Continue: VA: Cr3.1.IIa Present: Select: VA:Pr4.1.IIa Analyze: VA:PR5.1.IIa Share: VA:Pr6.1.IIa Respond: Perceive:VA:Re7.2.IIa Analyze: VA:Re8.1.IIa Interpret: VA:Re9.1.IIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Art Critique (peer, self, and teacher) • Art Show (preparation, set up, striking) • Art Room Etiquette 		
Key Vocabulary	<p>Elements of art, principles of design Four steps of art criticism: description, analysis, interpretation, judgment.</p>		

Unit Title	The Etiquette of Art	Length of Unit	ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • art is a vehicle to express emotions, values, attitudes, and ideas • the process of critique 	<ul style="list-style-type: none"> • demonstrate responsibility and care in the use of art facilities, tools, and materials • respond to the formal and sensory qualities in a work of art and define their personal preferences • communicate constructive criticism through peer and self class critiques. • participate in various art exhibits • work independently and respect the work of others • select a body of work that contains the essence of one’s creative efforts • maintain a portfolio understanding it is an ongoing process and should become a lifetime commitment • formulate a working visual arts vocabulary • develop critical assessment skills as they relate to the evaluation of their own work and the work of others including the use of correct language and attitude (openness and tolerance) • understand other world cultures as they related to the experience and variety of different art forms • appropriate vocabulary to describe and evaluate their own work and the work of others • evaluate, interpret and make personal statements about works of art

Assessments:	Formative-teacher and peer feedback, exploring medium exercise, Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium Former student work

Unit Title	Art History	Length of Unit	ongoing
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Inquiry Questions (Engaging & Debatable)	<p>What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the view of a society? How does art preserve aspects of life?</p>
Standards*	<p>Present: Share: VA:Pr6.1.IIa</p> <p>Connect: Relate: VA:Cn11.1.IIa</p>
Unit Strands & Concepts	<ul style="list-style-type: none"> • Content • Technique • Cultural Concepts • The evolution of art
Key Vocabulary	movement, the elements of art and principles of design, critique, appreciation, relevance

Unit Title	Art History	Length of Unit	ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● art history is the study and appreciation of art and artists within the context of past and present cultures ● artists and the periods in which they worked ● movements and styles ● an understanding of how individual artists work ● art as a basic and universal language ● artists synthesize the ideas of their own and other cultures to create their work ● artists have communicated ideas in different ways 	<ul style="list-style-type: none"> ● incorporate historical reference into studio activities ● recognize common elements in different artists' work that represent a movement ● make connections between their understanding of their heritage, social experience, and environment as it allows them to understand themselves and the similarities and diversities of mankind ● make connections between art and culture ● develop an appreciation for cross-cultural influences in art ● recognize that art and the artist connecting links between cultures ● develop an understanding of how the ideas expressed in a students' work relate to past and present art and culture

Assessments:	Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
Teacher Resources:	Teacher generated resources, Artists website - based on medium Former student work