

## Pembroke Public Schools - Visual & Performing Arts Department

### Digital Art Capstone Honors - Course # TBD UBD Unit Plans

#### Course Overarching Essential Questions:

- How can I learn to be a digital designer, how do they develop ideas?
- How can play and experimentation inform my process?
- How do I become an effective visual communicator?
- How does my process inform the work that I create?
- How does artistic feedback influence my work and process?
- What is the importance of design in our society/what role does it play in my life?
- What is the relationship between a computer generated artwork and the process of creating it?
- How do images influence our ideas and worldviews?
- What are some contemporary trends or issues that influence the media and design world today?
- How does creating arts enrich the lives of others?
- Why does presentation affect the way a viewer experiences and even understands a work of art?
- What can a career in graphic design take me?:

#### Adobe Certified Professional (ACP) Exams

- Visual Communication using Adobe Photoshop.
- Graphic Design and Illustration using Adobe Illustrator  
(Print & Digital Media Publication using Adobe InDesign)

[Syllabus](#) (word doc not pdf)

[Creative Thinking Skills Rubric](#)

[General Rubric Option](#)

Assessments: Frayer Squares - looking at words and meanings - SWOT analysis - open discussion and visual evaluation based on facts

Frayer Square definitions, Reflection journal, student need to know list questions

L2 & 3: Jigsaw presentations, Research and Investigation, Graphic Organizer, Reflection journal

L4,5,6: Survey questions, Charrette Protocol, Socratic Seminar, Reflection journal, Survey data analysis

L7: Generate, Sort, Connect, Elaborate Routine, Reflection journal, Collaboration rubric:

individual/team assessment, Work plan, Teacher conferencing

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How does my process inform the work that I create?  
 What is the relationship between a computer generated artwork and the process of creating it?  
 How do I become an effective visual communicator?

<b>SUBJECT: DIGITAL ARTS</b>		<b>COURSE: DIGITAL ART CAPSTONE</b>		<b>GRADE LEVEL(S): 9-12</b>	
<b>UNIT / THEME/GENRE : I. REVIEW OF PHOTOSHOP</b>		<b>TIME REQUIRED: 1 WEEK</b>		<b>LATEST REVISION:</b>	
<b>INTERFACE, SYSTEMS AND SETTINGS</b>					
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b>					
<ul style="list-style-type: none"> <li>• Students will review how to open and create new documents for specific project purposes.</li> <li>• Students will review art boards created and planning out design work and goals with a variety of tools and techniques.</li> </ul>					
<b>ESSENTIAL QUESTION</b>	<b>KNOWLEDGE</b> <i>Students will know:</i>	<b>UNDERSTANDING</b> <i>Students will understand that:</i>	<b>TRANSFER SKILLS</b> <i>Students will be able to independently apply:</i>	<b>2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK &amp; ACP CERTIFICATION</b>	
<p>Who is an artist/designer and what skills do they possess?</p> <p>How do artists customize their process for effective workflows?</p> <p>How do artists use tools effectively?</p> <p>How does my artistic process inform the work that I create?</p>	<p>How artists use software specifics to develop an organized workspace and workflow.</p> <p>That with knowledge of key program functions students will be able to create anything they can envision.</p> <p>How to navigate the Photoshop Interface.</p> <p>How to prepare project documents for final print, adjust settings and customize non-print elements such as grid lines, rules and guides..</p>	<p>Before beginning their work, they must have control over their document settings to ensure they can produce what their projects require.</p> <p>They can revise their workspace to place the tools they use most often in view.</p> <p>Photoshop has specific benefits that relate to image manipulation and post-processing of photos for print, video and web creation.</p>	<p>Recognize imagery related to the media arts, specifically Photoshop and define its genre and art type categories.</p> <p>Setup the program interface settings that assist in an efficient and effective workflow, as well as share what files can be imported and exported as digital assets for a project and how this happens.</p> <p>Create a document with the appropriate settings for web, print, and video.</p> <p>Create a new document preset to reuse for specific project needs.</p> <p>Identify how the software navigation process mirrors students' lives.</p>	<p>(P.MA.1)</p> <p>(P.MA.2)</p> <p>(P.MA.4)</p> <p>(P.MA.5)</p> <p>(P.MA.6)</p> <p>(P.MA.7)</p> <p>ACP</p> <p>2.1a</p> <p>2.1b</p> <p>2.2a</p> <p>2.2b</p> <p>2.2c</p> <p>2.3a</p> <p>2.3b</p> <p>2.3c</p>	
		<b>COMMON MISUNDERSTANDINGS</b>			

<p>What are some contemporary trends and issues that influence how we use specific media protocols and processes?</p>	<p>Digital citizenship requires respect for guidelines on the internet, digital imagery and email safety for minors and for general purpose. What guidelines are required vs. recommended.</p>	<p>Grid and guideline settings are self explanatory and don't really matter.</p> <p>All project assembly features can be revised once projects are complete.</p>	<p>Share specific tasks and guidelines that students follow to show strong Digital Citizenship.</p> <p>Review ACP student objectives for Photoshop Exam.</p>	
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**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used  
 Formative: Student notes, Adobe Photoshop Review and tool demonstration, dialogue, peer feedback, student- teacher discussion

Summative: Student Screen Captures, written notes, reflection, student feedback through google classroom.

Homework: Review [ACP Objective for Photoshop](#), get [syllabus](#) and paperwork signed, complete survey.

**RESOURCES:** [ONLINE DIGITAL ART RESOURCE & VIDEO](#), [VIDEO RESOURCE](#), GOOGLE SLIDES PRESENTATION, [AP COLLEGE BOARD RUBRIC](#), [THEMES IN AP ART](#)

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1: *art, design, business, show, file, save, move, link, redo*

Tier 2: *Scope, project, corporate, commercial, project, publication, accessibility, Sketches, specifications, orders, drafts, grid, combine*

Tier 3: *distribute, png., .jpg., design process, prototypes, iteration, properties, file sharing.*

**Lesson Plan List** (*numbered list with a brief description of each lesson*)

1. Students will be asked to open a new document and set file type and dimensions. They will be asked to save their document as a template and then navigate through the Photoshop interface using different controls.
2. L2 & L3 - Students will be given prompts to open and access a variety of panels for different tasks that deal with panel preferences and customization.
3. Students will compare notes and complete a worksheet that outlines what they have learned and how they would apply their learning.
4. Students will complete the LearnKey activity worksheet on program navigation and file saving options.
5. **ACP Exam Objectives will be shared with students to review during class and as homework.**

**Reflections on lessons as implemented:**

Resources need updating every 3 years.

How do artists develop ideas?  
 How can play and experimentation inform my process?  
 How do I become an effective visual communicator?  
 What is the connection between ethics and publication?

<b>SUBJECT:</b> DIGITAL ARTS		<b>COURSE:</b> DIGITAL ART CAPSTONE		<b>GRADE LEVEL(S):</b> 9-12	
<b>UNIT / THEME/GENRE :</b> 2. VISION BOARD & OVERVIEW OF PROJECT SCOPE		<b>TIME REQUIRED:</b> 1.5 WEEKS		<b>LATEST REVISION:</b>	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b>					
<ul style="list-style-type: none"> <li>• Students will review how to open and create new documents for specific project purposes.</li> <li>• Students will review art boards created and planning out design work and goals with a variety of tools and techniques.</li> </ul>					
<b>ESSENTIAL QUESTION</b>	<b>KNOWLEDGE</b> <i>Students will know:</i>	<b>UNDERSTANDING</b> <i>Students will understand that:</i>	<b>TRANSFER SKILLS</b> <i>Students will be able to independently apply:</i>	<b>2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK &amp; ACP CERTIFICATION</b>	

<p>Who is an artist/designer and what skills do they possess?</p> <p>How are ideas developed within the context of design and communication?</p> <p>How does the media impact the way we view society?</p> <p>What are some contemporary trends or issues that influence the media and design world today?</p> <p>How does creating works of art and design enrich our lives and the lives of others?</p> <p>How do artists develop a personal style?</p>	<p>How artists develop ideas from issue or idea to final product.</p> <p>That talent is developed through practice and skill building.</p> <p>Media arts includes content from other disciplines.</p> <p>How to design a project to meet a specific audience.</p> <p>What design plans are needed for a project, how to approach a project from start to finish through the design thinking process and how to communicate with peers and clients about design plans.</p> <p>How to prepare project documents for final print.</p> <p>The four main areas of copyright law and subcategories that show ownership of works.</p> <p>How to save swatches and gradients as well as edit in Camera Raw.</p>	<p>The design process is not a straight line but instead a continual evaluation of ideas, trajectory, needs and analysis of outcome.</p> <p>Skill is built with practice, discovery and creative thought.</p> <p>Photoshop has specific benefits that relate to image manipulation for print, video and web creation.</p> <p>Copyright law pertains to all the imagery they produce and source and includes all creative commons and attribution licenses.</p> <p>Symbolism and meaning support the imagery they see across all media.</p> <p>Artistic styles should be applied to all works especially works that serve as reference material.</p>	<p>Identify the purpose, audience, and audience needs for preparing images.</p> <p>Discuss and note project development, collaboration and issues projects and stakeholders may face.</p> <p>Use a variety of palettes and tools to develop a Vision Board in Photoshop. Pair this vision board with a digital clipboard showcasing ideas and tools students will be learning.</p> <p>Determine the type of copyright, permissions, and licensing required to use specific content in the vision board and in final published documents..</p> <p>Manage colors, swatches, and gradients.</p> <p>Create, edit, and organize swatches.</p> <p>Identify legal and ethical considerations for using third-party content.</p> <p>Analyze works and identify software and themes connected to students' lives.</p> <p>Show strong Digital Citizenship. Understand art contest submission guidelines and the deadline of submitting 2 works for extra credit by end of year.</p>	<p>(P.MA.1) (P.MA.2) (P.MA.4) (P.MA.5) (P.MA.6) (P.MA.7) (P.MA.8) (P.MA.9) (P.MA.10)</p> <p>ACP 1.1.a 1.1.b 1.2.a 1.3.a 1.3.b 1.4.b 1.5.a 1.5.c 2.4.a 2.4.b 2.4.c 2.5.a 2.5.b 2.5.c</p>
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	<p>Digital citizenship requires respect for guidelines on the internet, digital imagery and email safety for minors and for general purpose. What guidelines are required vs. recommended.</p> <p>About AP Art Concentration Themes, ACP Objectives, Homework and art submission requirements.</p>	<p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p> <p>Students have no choice in what the media produces and the content that is delivered to them.</p> <p>Project ethics is only my opinion.</p> <p>Swatches and gradients are the same thing.</p> <p>Project steps can be skipped if the project organizer prefers once scope of project is outlined.</p>	<p>Review AP College Board Rubric on depth and work revision as it relates to the ideation design process.</p> <p>Review ACP Criteria for Photoshop to ensure students meet are aware of all exam objectives.</p>	
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**CEPA(S) (Curriculum Embedded Performance Assessments):** Include information from assessment evidence and list/name any rubric or toolkit used

**Formative:** Student notes google docs, Adobe Photoshop Review and tool demonstration, dialogue, peer feedback, student-teacher discussion

**Summative:** Vision Board, Camera Raw Worksheet, Reflection, student feedback through google classroom.

**Homework:** Homework Overview, Rubric, [Art Competition Listing](#) - **Week 2** is in the homework overview

**RESOURCES:** [ONLINE DIGITAL ART RESOURCE & VIDEO](#), [VIDEO RESOURCE](#), GOOGLE SLIDES PRESENTATION, [AP COLLEGE BOARD RUBRIC](#), [THEMES IN AP ART LEARNKEY HANDOUT & WORKBOOK](#)

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1: *art, design, paint, draw, business, show, file, save, move, link*

Tier 2: *Scope, project, corporate, commercial, production, publication, copyright, unify, synthesize, client goals, target audience, demographics, accessibility, Sketches, specifications, change orders, drafts, feedback loop*

Tier 3: *agency, analyze, visual metaphor, png., .jpg, design process, wireframes, prototypes, iterations, gradient, swatch,*

<p><b>Lesson Plan List</b> (numbered list with a brief description of each lesson)</p> <ol style="list-style-type: none"> <li>1. Students will be shown a series of clips that offer an insight into the world of design. How design and art impact students' lives will be reviewed. Discussion will follow with guiding questions.</li> <li>2. Students will review copyright law, how to organize and label their works appropriately and what to avoid as they begin their creations. Students will complete a worksheet and group activity to solidify copyright law.</li> <li>3. Students will be shown how to set up color swatches and gradients and revise these using provided imagery. Students will review processes in pairs. Students will work in camera raw to edit imagery and produce desired result.</li> <li>4. Students will brainstorm and research based on themes in art and their own ideas for a theme for their vision board. They will then complete the project scope template and begin to assemble a vision board with custom framing, color scheme and imagery of choice.</li> <li>5. Students will manipulate a range of image formats and apply their own artistic style to their works. Students will then copyright their work with the correct descriptions.</li> <li>6. <b>Homework will be reviewed as well as weekly routine and homework processes. Students' questions will be answered.</b></li> <li>7. <b>AP Rubrics and Art Competition info will be shared as well as themes in art.</b></li> <li>8. Students will present works based on presentation handout and submit completed works to google classroom along with notes and worksheets.</li> </ol>	<p><b>Reflections on lessons as implemented:</b></p>
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- How do artists develop ideas?
- How can play and experimentation inform my process?
- How does artistic feedback influence my work and process?
- What is the importance of design in our society/what role does it play in my life?
- What is the relationship between a computer generated artwork and the process of creating it?
- How do images influence our ideas and worldviews?
- What are some contemporary trends or issues that influence the media and design world today?

<p><b>UNIT / THEME/GENRE : 3. MOVIE POSTER</b></p>		<p><b>TIME REQUIRED: 2.5 WEEKS</b></p>	<p><b>LATEST REVISION:</b></p>
<p><b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): IMAGE ANALYSIS, MEDIA IMPACT.</b>  Students will review art boards created and planning out design work and goals with a variety of tools and techniques.  Overview of compositional rules, image sourcing techniques, copyright vs. plagiarism, Photoshop navigation techniques</p>			
<p><b>ESSENTIAL QUESTION</b></p>	<p><b>KNOWLEDGE</b> <i>Students will know:</i></p>	<p><b>UNDERSTANDING</b> <i>Students will understand that:</i></p>	<p><b>TRANSFER SKILLS</b> <i>Students will be able to independently:</i></p>

**2019 MA STATE  
MEDIA ARTS  
CURRICULUM  
FRAMEWORK &  
ACP  
CERTIFICATION**

<p>How do artists develop ideas and what is the iteration process?</p>	<p>How to develop a work of art that communicates specific ideas about themselves from start to finish.</p>	<p>They need to consistently apply research to support development of their artistic ideas.</p>	<p>Identify the scope of the project and components including model release form, research, iterations to arrive at final poster design.</p>	<p>(P.MA.1) (P.MA.2) (P.MA.3) (P.MA.4) (P.MA.5) (P.MA.6) (P.MA.7) (P.MA.8) (P.MA.11)</p>
<p>How can play and experimentation inform my process?</p>	<p>How artists portray ideas through imagery and symbolism.</p>	<p>A variety of image manipulation methods have to be incorporated to achieve the desired result.</p>	<p>Design and communicate a response to a specific brief and then justify your design choices to clients and others.</p>	<p>Visual Arts (P.V.2)</p>
<p>How do I communicate symbolism and metaphor?</p>	<p>Understand the conventions of film poster designs.</p>	<p>Common photographic/cinematic composition terms and principles are essential to making a well designer poster and how to apply these rules.</p>	<p>Create a composite image ready for print publication.</p>	<p>(P.V.1) (P.V.3)</p>
<p>How does artistic feedback influence my work and process?</p>	<p>Know and employ principles of digital photography.</p>	<p>Artists revise and refine works to flush out generic ideas and to communicate their specific ideas clearly and cohesively.</p>	<p>Use layering and masking techniques to blend images together and manage design elements.</p>	<p>(P.V.4) (P.V.5)</p>
<p>What is the relationship between a film poster and the process of creating it?</p>	<p>What a collage and photomontage are and the differences between the two.</p>	<p>PDF files are often used when access to multiple platforms is limited.</p>	<p>Analyze the works of artists comparing style, media, process and message.</p>	<p>(P.V.6) (P.V.8)</p>
<p>How do media images influence our ideas and worldviews?</p>	<p>How to navigate the canva platform and image manipulation basics.</p>	<p><b>COMMON MISUNDERSTANDINGS</b></p>	<p>Explain the relationship between media artworks and commercialization or propaganda.</p>	<p>ACP 1.2a 1.2b</p>
<p>What are some contemporary trends or issues that might influence the outcome of an artists' digital work?</p>	<p>How images are interpreted and understood for both compositional and symbolic value.</p>		<p>Initial ideas are not always the strongest.</p>	<p>Refine and complete a film poster to reflect a specific style or genre.</p>
<p>How can historical and contemporary film posters inform works of other artists?</p>	<p>How to represent themselves using a variety of different image formats.</p>	<p>If an image doesn't show or explain much there isn't much that can be done to make it stronger.</p>	<p>Photograph and process an original portrait to include in 2 poster designs.</p>	<p>1.5c 2.1a 2.1b</p>
		<p>Copyright laws need to be considered when including imagery in anything digitally published.</p>	<p>Produce 8 additional photographic images to accompany posters for film promotion.</p>	<p>3.1a 3.1b</p>
			<p>Set up accurate document dimensions for multiple artboards and settings for printed and screen resolution.</p>	<p>3.1c 3.2a 3.2b 4.2a</p>



			Modify layer visibility using opacity, blending modes, and masks.  <b>Write an artist statement for your movie poster and define the style of art showcased and connections between this type of work and its inferred interpretation.</b>	4.2b 4.5a 5.1a 5.1b 5.2a 5.2b
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**CEPA(S) (Curriculum Embedded Performance Assessments):** Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Brainstorming sketches, project scope worksheet, online tutorial examples, in-process documents and photographs, student notes, peer feedback, activators, summarizers.

Summative: 2 Film Poster Designs, 8 Additional Promotional Images, sketches, Film Rubric, Round Robin Critique

Homework: Self-Portrait/portrait using a historical style to convey a specific theme (see historical styles guide)

**RESOURCES:** GOOGLE SLIDES PRESENTATION, [AP COLLEGE BOARD RUBRIC](#), [THEMES IN AP ART](#), LEARNKEY HANDOUT & WORKBOOK

[GUGGENHEIM MUSEUM ONLINE](#), [ARTIST STATEMENT RUBRIC](#), ROUND ROBIN CRITIQUE, PROJECT SCOPE WORKSHEET, ADOBE.COM, ADOBE ONLINE RESOURCES.

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 *paste, copy, move, me, you, draw, paint, layer, photo, take, push, write, plan*

Tier 2 *duplicate, scale, transform, rotate, outline, organize, scope, assign, demonstrate, pose, project management, copyright*

Tier 3 *figure-ground, pattern, align, composition, color palette, model release, iterate, client brief, photography.*

**Lesson Plan List** (numbered list with a brief description of each lesson)

1. Review principles of project planning and project management.
2. Assess client brief through reading, notes and discussion. Begin Design thinking process and iterations.
3. Iterate through visual brainstorming and storyboarding ideas to meet project goals. Define scope of project before beginning.
4. Get feedback on ideas/ discuss with your partner and feedback form. Follow Photography rules of composition to begin photographing model used for project guidelines.
5. Once a variety of photos are taken, begin editing works and applying blending and masking modes to the variety of artboards being developed. Works should not become precious until ideas are finalized and then multiple iterations of the same idea should be attempted - think vantage pt., mood and framing.
6. Source imagery and continue to develop work.
7. Analyze and continue to refine works - compare to other film posters and define style being used.
8. Complete additional works for full client brief and then finalize and submit works. Complete round robin critique and verbal informal critiques before finalizing.
9. Develop artist statement and submit rubric.

**Reflections on lessons as implemented:**

Review of images and pixel content is important for growth and printability. Peer review is recommended.

**Choice:**

If students prefer, their poster can be about an *unsung hero* that they research but they must complete all items in project brief and scope.

How does an artist/designer notice and see?  
 How do artists develop ideas?  
 What is the relationship between a computer generated artwork and the process of creating it?  
 How do images influence our ideas and worldviews?  
 Why does presentation affect the way a viewer experiences and even understands a work of art?

UNIT / THEME/GENRE : 4. ADVERTISING DESIGN		TIME REQUIRED: 2 WEEKS	LATEST REVISION:	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b>				
<ul style="list-style-type: none"> <li>• Students will review art boards created and planning out design work and goals with a variety of tools and techniques.</li> <li>• Overview of compositional rules, image sourcing techniques, copyright vs. plagiarism, Photoshop navigation techniques</li> <li>• Intro to Color Theory, developed use of Photoshop tools, Copyright law, raster vs. bitmap.</li> </ul>				
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK & ACP CERTIFICATION
<p>How can play and experimentation inform an artist's process?</p> <p>How is society affected by media art?</p> <p>What are some ways you are personally affected by advertising?</p> <p>What are examples of products you may have only bought due to an advertisement?</p>	<p>Basic advertising concepts and key strategies.</p> <p>How to layer images, brush techniques, text effects and custom patterns to compose a clear unique narrative that targets a particular audience.</p> <p>The psychology behind media advertising.</p> <p>About a variety of designers who create composites in their work and the messages and meaning behind their works.</p>	<p>Understand the main components of an advertising campaign.</p> <p>A company's logo and/or advertising will affect the successfulness of the company.</p> <p>Play and experimentation are essential to develop a strong artistic practice and arrive at new outcomes.</p> <p>Designers combine diverse media to speak to social issues, target audiences or allude to historic events.</p>	<p>Successfully use Adobe Photoshop tools and techniques to create 2 advertisements that demonstrate strong craftsmanship and design skills.</p> <p>Comprehend how color is perceived in ad campaigns and how this can affect or enhance the successfulness of a brand.</p> <p>Apply advanced brush techniques and layer masking techniques as well as advanced text effects and a custom pattern.</p> <p>Apply selected elements and principles of design to their print works.</p> <p><b>Analyze 4 different commercial ad methods</b> to help recognize the reasons</p>	<p>(P.MA.1)</p> <p>(P.MA.2)</p> <p>(P.MA.3)</p> <p>(P.MA.4)</p> <p>(P.MA.5)</p> <p>(P.MA.6)</p> <p>(P.MA.7)</p> <p>(P.MA.8)</p> <p>(P.MA.9)</p> <p>(P.MA.11)</p> <p>ACP</p> <p>1.1a</p> <p>1.2a</p> <p>1.3a</p> <p>1.3b</p> <p>1.5a</p>

<p>What are some ways color can affect the sale of a product?</p> <p>Besides the sale of a product, what else do ads sell?</p> <p>What are some current taglines that are developed to target teenagers?</p> <p>How does combining different styles of media impact how artwork is viewed?</p>	<p>How symbolism is involved in supporting the idea of suggestion and to help sell their product.</p> <p>How to identify specific target audiences necessary for advertising.</p> <p>How to utilize the styles panel to develop their unique brand typography.</p> <p>How to manage layer styles.</p>	<p>Specific techniques are used to appeal to a target audience.</p> <p>Understanding of copyright law is essential to knowing how to promote a product and brand.</p>	<p>why an advertisement is successful and unsuccessful.</p> <p>Identify and discuss the purpose, target audience, and style of advertisements with key vocabulary.</p> <p>Organize imagery in layers and revise layers to refine and complete artistic works.</p> <p>Modify a presentation of a media artwork by anticipating consumers' responses to better align to artistic intent.</p> <p>Document sketches and process to show revisions and decision making through the iterative process.</p> <p>Determine the type of copyright, permissions, and licensing required to use specific content.</p>	<p>1.5b</p> <p>1.5c</p> <p>2.3a</p> <p>2.3b</p> <p>2.3c</p> <p>2.6a</p> <p>2.6b</p> <p>2.6c</p> <p>3.1a</p> <p>3.1b</p> <p>3.1c</p> <p>3.2a</p> <p>3.2b</p> <p>4.1a</p> <p>4.1b</p> <p>4.2a</p> <p>4.2b</p> <p>4.2c</p> <p>4.6b</p> <p>4.6c</p>	
		<b>COMMON MISUNDERSTANDINGS</b>			
		<p>Imagery has to be placed in the correct perspective to be believable.</p> <p>All products that are desirable will sell to all audiences.</p> <p>Similarity of lighting is not needed consistently throughout an ad.</p>			

**CEPA(S)** (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative: Image selects (from photos), project scope worksheet & application requirement list, sketches, student notes, frayer square, process works, resources, peer and teacher feedback, activators, summarizers.

Summative: 2 Final works, Rubric, Reflection, final critique.

Homework: **Road Sign Design using a Pictogram** - Google Street/Road signs and create an artboard of ideas. Develop your own “road rule” and create a sign for this rule. Mock up this sign as a sketch and then translate as a vector using Photoshop vector tools/ photopea - a brief demonstration in class will be given.

**RESOURCES: MARKETING OVERVIEW-** [HTTPS://WWW.YOUTUBE.COM/WATCH?V=ZBKWQDAS7NA](https://www.youtube.com/watch?v=ZBKWQDAS7NA)

**CONCEPT:** [HTTPS://WWW.YOUTUBE.COM/WATCH?V=7SSu0KtXI2c&list=PLML\\_REdWroUTxIkZBAJ9v-OYfomQ2Pdky&index=2](https://www.youtube.com/watch?v=7SSu0KtXI2c&list=PLML_REdWroUTxIkZBAJ9v-OYfomQ2Pdky&index=2)

[HTTPS://ADAGE.COM/](https://adage.com/), historical styles guide

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 *paste, copy, move, me, you, draw, paint, layer, photo, write, plan, layer, brush*

Tier 2 *duplicate, scale, transform, rotate, outline, organize, scope, assign, demonstrate, pose, project management, copyright, analyze, define, anticipate, logo, pictogram*

Tier 3 *figure-ground, pattern, align, rule of composition, color palette, model release, iterate, client brief, photography, rule of thirds, color theory.*

**Lesson Plan List** (numbered list with a brief description of each lesson)

1. Students will view examples of marketing and media advertisements and learn the 4 P's of advertising. Following a quiz, they will look for advertisements of interest online, in magazines and on products brought into class.
2. Students will review key points of advertisements including design and psychological components and then brainstorm the style of ad they would like to develop through sketches.
3. Students will receive client brief and outline project scope.
4. Following a demonstration of photoshop tools and techniques with product based ads, students will develop their own versions to support their brand and message.
5. Multiple iterations using layer styles, brush techniques, masks, image adjustments and typography will take place the next 3 days.
6. Students will finalize 2 works for brand with extra credit for fine tuned examples of product model.
7. A "shark tank" critique will follow in order to vote whose products will pass the tests and meet consumer demands. Rubrics and reflections will be completed and submitted.

**Reflections on lessons as implemented:**

How does an artist/designer see?

How do artists develop ideas?

What is the relationship between a computer generated artwork and the process of creating it?

How do images influence our ideas and worldviews?

Why does presentation affect the way a viewer experiences and even understands a work of art?

**UNIT / THEME/GENRE : 5. CONCEPT ART/DIGITAL  
PAINTING**

**TIME REQUIRED: 1.5 WEEKS**

**INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): KNOWLEDGE OF PHOTOSHOP HOME PANELS AND MENU SETS. ELEMENTS AND PRINCIPLES OF DESIGN.**

- STUDENTS WILL REVIEW ART BOARDS CREATED AND PLANNING OUT DESIGN WORK AND GOALS WITH A VARIETY OF TOOLS AND TECHNIQUES.
- Overview of compositional rules, image sourcing techniques, copyright vs. plagiarism, Photoshop navigation techniques
- Intro to Color Theory, developed use of Photoshop tools, Copyright law, raster vs. bitmap., layering and style techniques

ESSENTIAL QUESTION	<b>KNOWLEDGE</b> <i>Students will know:</i>	<b>UNDERSTANDING</b> <i>Students will understand that:</i>	<b>TRANSFER SKILLS</b> <i>Students will be able to independently apply:</i>	<b>2019 MA STATE  MEDIA ARTS  CURRICULUM  FRAMEWORK &amp;  ACP  CERTIFICATION</b>
<p>What does an artist concentrate on when drawing from observation?</p> <p>How can an artist use drawings of objects, faces, figures, and spaces as references/ inspiration/ starting points for graphic design?</p> <p>How does an artist generate visuals for ideas through drawing?</p>	<p>How to use different compositional structures to create a balanced work of art emphasizing contrast through color use, texture, emphasis and space.</p> <p>How to use digital tools to create new environments, objects and ideas for a variety of arts applications.</p> <p>How to create a gestural work of a figure.</p> <p>How to create an environment that uses depth, perspective and scale.</p> <p>How to layout and draw the following:  Single objects  Grouped objects  Still life  Portraits and self portraits  Caricatures  Gesture drawings  Figure drawings  Landscapes or interiors  Experimental drawings  Conceptual drawings</p> <p>How to share their views using arts vocabulary.</p>	<p>Artists develop ideas from a variety of different resources including their cultural background and historical references.</p> <p>Artworks from different cultures have different stylistic qualities.</p> <p>Layering is an effective technique to develop three dimensional form.</p> <p>Space, scale and symmetry are key factors that can determine the balance, quality and completion of an artwork.</p> <p><b>Feedback is necessary for growth and supports reflection and concept development.</b></p> <p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p>	<p>Apply knowledge of human anatomy, characters and/or environments to create an original digital image for a new video game, film or character.</p> <p>Create a series of sketches that show development of personas and locations to develop skills and use as reference for final works.</p> <p>Identify how artists have used references to solve artistic problems related to people, places, and things, in their work.</p> <p>Create observational/representational artwork using people, places, and things as reference.</p> <p>Use people, places, and things as starting points for more expressive and/or inventive works of art.</p> <p>Identify and describe figurative gesture and the structural anatomy of the human head and human figure.</p> <p>Identify and describe the characteristics of 3d space on a 2d drawing surface.</p> <p>Refine an artistic work by making changes to specific elements, such as shape, scale,</p>	<p>(F.MA.1)  (F.MA.2)  (F.MA.3)  (P.MA.5)  (P.MA.6)  (P.MA.7)  (P.MA.10)  (F.MA.11)</p> <p>Visual Art  (P.V.1)  (P.V.2)  (P.V.5)  (P.V.9)  (P.V.10)</p> <p>ACP  1.1a  1.1b  1.3b  <b>1.4a</b>  <b>1.5a</b>  <b>1.5c</b>  <b>2.1b</b>  2.2a  2.4b  2.5c  <b>2.6a</b>  2.6b  3.1a</p>

<p>How do cultural views shape the way we view space in compositions?</p> <p>How do we create a well balanced design?</p> <p>How does Craftsmanship affect the way our work is viewed?</p> <p>What role does emphasis play in the development of composition?</p> <p>How do we give someone a glimpse into another world?</p>	<p>How to analyze concept art from multiple perspectives and narratives.</p>	<p>Drawings don't need to use realistic references to communicate effectively.</p> <p>Concept art is just quick and fast sketching.</p> <p>Lighting does not need to be consistent.</p>	<p>or position.</p> <p>Formally present a piece of artwork (i.e., personally speak about the artwork) that makes connections to other disciplines.</p>	<p>3.1c 4.1a 4.3b 5.2a,b</p>
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**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Image selects (from photos), visual exercises, student notes, process works, resources, peer and teacher feedback, activators, summarizers, Frayer Square.

Summative: Final Concept Painting, Rubric, Reflection, observation of participation in final critique.

Homework: Drawings: 1 M.C. Escher inspired, 1 still life of single object, 1 still life of grouped objects, 1 figure drawing, 1 landscape of interior space - no more than 2 hr. total for all - must work quickly.

**RESOURCES:** YOUTUBE VIDEOS, ARTSTATION LINKS TO ARTISTS AND MEDIA, STUDENT MOODBOARDS, PINTEREST, [AP COLLEGE BOARD RUBRIC](#), [THEMES IN AP ART LEARNKEY HANDOUT & WORKBOOK](#)

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 *paste, copy, move, me, you, draw, paint, layer, photo, write, plan, layer, brush*

Tier 2 *duplicate, scale, transform, rotate, outline, organize, scope, assign, demonstrate, pose, copyright, analyze, define, anticipate.*

Tier 3 *figure-ground, pattern, align, rule of composition, color palette, client brief, iterate, proportion, photography, rule of thirds, color theory.*

*Positive and negative space, geometric vs. organic, dynamic composition, anatomy, human scale, perspective.*

**Lesson Plan List** *(numbered list with a brief description of each lesson)*

1. Overview of Concept art , artists and examples. Students will research artists and ideas for themes and resources for their works.
2. Still life tutorials and human anatomy tutorials as well as creation of caricatures will complete this lesson.
3. An additional day on anatomy and gesture drawing.
4. Students will begin human anatomy exercises that will continue through the end of class.
5. Students will begin drawings of interior spaces and landscapes for next two days along with tool demonstrations on iPad and computer.
6. Students continue researching artists and ideas for theme and begin sketching out their designs. Students are led through demo example.
7. Artists shown with more examples. Students begin to create.
8. Students create for next 2 lessons with critiques in process. Tool demonstrations are reviewed.
9. Students continue to develop designs after informal intro critique from peers and teacher.
10. Students complete works, self-evaluate and present final works to class.

**Reflections on lessons as implemented:**

How can play and experimentation inform my process?

How do I become an effective visual communicator?

How do artists develop ideas?

What is the relationship between a computer generated artwork and the process of creating it?

What is the importance of design and what role does it play in my life? How do images influence our ideas and worldviews?

Why does presentation affect the way a viewer experiences and even understands a work of art?

<b>UNIT / THEME/GENRE : 6. SOCIAL MEDIA GRAPHICS &amp; PSA SHORT FILM</b>		<b>TIME REQUIRED: 3 WEEKS</b>	<b>LATEST REVISION:</b>
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): KNOWLEDGE OF PHOTOSHOP HOME PANELS AND MENU SETS. ELEMENTS AND PRINCIPLES OF DESIGN.</b>			
<ul style="list-style-type: none"> <li>● Students will review art boards created and planning out design work and goals with a variety of tools and techniques.</li> <li>● Overview of compositional rules, image sourcing techniques, copyright vs. plagiarism, Photoshop navigation techniques</li> <li>● Intro to Color Theory, developed use of Photoshop tools, Copyright law, raster vs. bitmap., layering and style and brush techniques</li> </ul>			
<b>ESSENTIAL QUESTION</b>	<b>KNOWLEDGE</b> <i>Students will know:</i>	<b>UNDERSTANDING</b> <i>Students will understand that:</i>	<b>TRANSFER SKILLS</b> <i>Students will be able to independently apply:</i>
			<b>2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK &amp; ACP CERTIFICATION</b>

<p>How is play and experimentation an essential part of the artistic process?</p> <p>How do artists integrate new media to advance the opportunities presented in their works?</p> <p>How do artists customize works to support specific genres and social issues?</p> <p>How do artists communicate their ideas effectively?</p> <p>How do artists use their skills for social justice?</p> <p>What are some examples of ways people use images to communicate narratives, body language or emotions?</p> <p>Can a specific visual narrative be understood in any culture? Do you think</p>	<p>How to consider the Elements and Principles of Unity, Emphasis, Movement as they create patterns to use in their works.</p> <p>Why it is important to revise imagery to avoid direct appropriation.</p> <p>How to navigate the creation of a visual message on a major social issue of importance.</p> <p>How to universally represent ideas through photos and graphics.</p> <p>How to translate sketches to digital imagery using a variety of mark making, brushes and stylistic tools.</p> <p>How to give feedback on themes and techniques and conduct oneself in a formal critique.</p> <p>About a variety of social justice artists and topics from different backgrounds who work with narratives through a variety of media.</p> <p>How to use photoshop selection tools and the camera raw editor.</p>	<p>Studying social justice and cultural artists and artworks allows us to grow our visual vocabulary and global cultural understanding.</p> <p>The UN Goals for sustainable development cover a wide variety of topics they can explore and research in more depth.</p> <p>Understanding client needs plays a major role in developing the graphics, layout and style of content creation.</p> <p>Designs need to go through the workflow of the design thinking process to understand if their works are on target and effective.</p> <p>Field research has multiple components and can lead to great discoveries.</p> <p>Project brief discussions can help to flush out stereotypical and initial ideas to arrive at more developed and meaningful concepts.</p> <p>Using smart objects ensures works can be reverted to their original.</p> <p>Logos can be developed using vectors inside of the photoshop workspace.</p>	<p>Create 3 graphics presenting a harmonious design theme for social media campaign where each graphic has a unique message related to students' social action topic.</p> <p>Develop a short video/gif that uses layers and frame interpolation to position assets, narrative, clarity of message and storyboard to appeal to target audience.</p> <p>Adjust imagery, alignment and transitions to support unified aesthetic and clarity and present work to all stakeholders and peers.</p> <p><b>Show your decision making process on artboards with evidence of ideation and students skillful use of tools and techniques.</b></p> <p>Learn key concepts relating to project management and design principles, and demonstrate their skill using foundational image and text tools within Photoshop.</p> <p>Identify the needs of a client and their target audience.</p> <p>Collect, organize, and modify digital assets to be used across media platforms.</p> <p>Modify photographs using the Adobe Camera Raw editor.</p> <p>Modify typographical settings such as font family, font style, leading, tracking, etc.</p>	<p>(P.MA.1) (P.MA.2) (P.MA.3) (P.MA.4) (P.MA.5) (P.MA.6) (P.MA.7) (P.MA.8) (P.MA.9) (P.MA.11)</p> <p>Visual Arts (P.V.2) (P.V.4) (P.V.9)</p> <p>ACP 1.1a 1.2a 1.3a 1.3b 1.4a 1.5a 1.5b 1.5c 2.3a 2.3b 2.3c 2.6a 2.6b 2.6c 3.1a 3.1b</p>
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<p>its meaning may change or vary between cultures? Can you give an example?</p> <p>How do artists use graphic images across diverse media?</p>	<p>Develop a storyboard with multiple sections.</p> <p>Translate the storyboard to a short video for wider distribution of content.</p>	<p>The program interface can be manipulated so that extraneous panels are hidden.</p>	<p>Make selections using a variety of Photoshop tools.</p> <p>Apply selective adjustments to layers.</p> <p>Create and modify vector shapes.</p> <p>Choose language and imagery to persuade.</p> <p>Justify design choices to clients and others.</p> <p>Analyze current social art media messages and materials to decide how best to communicate your ideas.</p> <p>Explain and demonstrate the concepts of design (the elements and principles of design) the creation of their composition; such as the use of repeated lines and shapes to create unity in their artwork and the creation of a focal point (emphasis).</p>	<p><b>3.1c</b></p> <p>3.2a</p> <p>3.2b</p> <p><b>3.3a</b></p> <p>4.1a</p> <p><b>4.1b</b></p> <p>4.2a</p> <p>4.2b</p> <p>4.2c</p> <p>4.6b</p> <p>4.6c</p> <p>5.2a</p> <p>5.2b</p> <p>5.2c</p>
		<p>The filmstrip panel is often a hidden opportunity in Photoshop.</p> <p>Assets can be used in a variety of ways to develop image across platforms.</p>		
		<p><b>COMMON MISUNDERSTANDINGS</b></p>		
		<p>Assets and graphics are exported the same way.</p> <p>Videos must be made in Adobe Premiere or After Effects.</p>		

**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Sketches, Image selects, visual exercises, student notes, process works, resources, peer and teacher feedback, activators, summarizers, field research activity, client brief worksheet, moodboard.

Summative: 3 Final Graphics on social action topic. Paired video on social action topic. Peer Feedback Rubric and Reflection, observation of participation in final critique.

Homework: Validate your project proposal, develop 3 logo design ideas for campaign and capture 1 photo to include in work.

**RESOURCES:** THE ART TEACHER'S BOOK OF LISTS BY HELEN D. HUME, ELEMENTS & PRINCIPLES WORKSHEETS  
DIGITAL COLOR WHEEL - COLOR.ADOBE.COM, COOLORS.CO. GOOGLE IMAGE GALLERY, GOOGLE ARTS & CULTURE, STUDENT MOODBOARDS AND RESEARCH. [THEMES IN APART](#), LEARNKEY HANDOUT & WORKBOOK, CLIENT BRIEF, UN SUSTAINABLE GOALS WEBSITE, ACTIVITY WORKSHEETS.

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 *paste, copy, move, me, you, draw, paint, layer, photo, write, plan, brush*

Tier 2 *duplicate, scale, transform, rotate, outline, organize, scope, assign, demonstrate, pose, project management, copyright, analyze, define, anticipate, pattern, align.*

Tier 3 *figure-ground, rule of composition, color palette, model release, iterate, client brief, photography, rule of thirds, color theory, type style, font, leading, tracking, camera raw, logo, pictogram, appropriation.*

**Lesson Plan List** (numbered list with a brief description of each lesson)

1. Students will learn about the project brief and discuss how they feel it best to develop their ideas. They will then research the U.N. Sustainable Goals and determine a course of direction. Students may work for a partner for this project but will need to produce 1 additional graphic and offer peer support when done.
2. Students collect ideas and review as a group noting the positives and issues with each.
3. Students begin to conduct field research on their topic and define a direction for their project.
4. Ideation sketches, moodboards and graphics are collected. Tutorials support the moving of documents, converting files formats, using vector graphics and exporting assets.
5. Students navigate the wacom tablets and experiment with developing imagery.
6. Students review resource campaigns and adobe visuals and begin developing imagery.
7. At the beginning of class we peer critique will review newly learned tools and objectives.
8. Students review copyright law and project management objectives. They then begin developing their social media graphics working with smart objects and text.
9. Students will develop works and then peer critique at intervals. Once done with imagery, assets will be used to develop a gif.
10. A final period to complete all works will conclude with the opportunity to begin printing.
11. Once works are printed students will submit works digitally and complete the rubric. A matching game and critique will end the unit.

**Reflections on lessons as implemented:**

**\*\*Schedule and take Adobe Certified Professional Exam in Photoshop.**

How can play and experimentation inform my process?

What is the relationship between a computer generated artwork and the process of creating it?

How do images influence our ideas and worldviews?

What are some contemporary trends or issues that influence the media and design world today?

**UNIT / THEME/GENRE : 7. FAMOUS FIGURE  
COLLAGE**

**TIME REQUIRED: 2 WEEKS**

**LATEST REVISION:**

**INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):**

- Students will review art boards created and planning out design work and goals with a variety of tools and techniques, media interpretation and metaphor usage.
- Overview of compositional rules, image sourcing techniques, copyright vs. plagiarism, Photoshop navigation techniques
- Intro to Color Theory, developed use of Photoshop tools, Copyright law, raster vs. bitmap., layering, selection , style and brush techniques.

<b>ESSENTIAL QUESTION</b>	<b>KNOWLEDGE</b> <i>Students will know:</i>	<b>UNDERSTANDING</b> <i>Students will understand that:</i>	<b>TRANSFER SKILLS</b> <i>Students will be able to independently:</i>	<b>2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK &amp; ACP CERTIFICATION</b>
<p>What is a portrait and how do artists &amp; designers communicate ideas about themselves and others?</p> <p>How can play and experimentation make my portrait more influential/convincing?</p> <p>What is the connection between the development of an artwork and the tools used to create it?</p> <p>How can historical and contemporary portraits inform works of other artists?</p> <p>What is the relationship between the media and how we view others?</p>	<p>How to develop a work of art that communicates specific ideas about a well known celebrity or hero through the creation process.</p> <p>How artists portray themselves through imagery and symbolism.</p> <p>What a collage and photomontage are and the differences between the two.</p> <p>How to navigate and manipulate the different panels in Photoshop as well as use the variety of selection and masking tools and blending modes.</p> <p>How images are interpreted and understood for both compositional and symbolic value.</p> <p>How to incorporate and manipulate a variety of image formats into one unified whole.</p>	<p>Self-awareness can be achieved through the creation of portrait imagery.</p> <p>Silhouettes can define how we recognize individuals.</p> <p>Portraiture differs across culture and media making it a unique form of art that communicates both the values of a person and group of peoples by its nature.</p> <p>Artists develop ideas from a variety of different resources including cultural background, gender and social influences and historical references.</p> <p>Shapes can be created and manipulated using different selection tools.</p> <p>Heroic figures may be local everyday people that contribute in a positive way.</p>	<p>Identify the components of the self-portrait works of <i>Eura Holmes</i> in her paper collages and be able to interpret her message and meaning. Hear her speak on her works <a href="#">here</a>.</p> <p>Review the famous works of Archimboldo and identify materials, symbolism, framing and meaning.</p> <p>Self-select heroic figures or celebrities, conduct research and honor them through the ideation, creation and refining of a poster that collages image patterns and glyphs using compositional techniques and the E&amp;P of art and design.</p> <p>Define and demonstrate how value patterns inform the style, hierarchy and shape relationships used in editorials, posters and infographics.</p> <p>Identify themes connected to students' lives, celebrities and heroic figures.</p>	<p>(P.MA.1) (P.MA.2) (P.MA.3) (P.MA.4) (P.MA.5) (P.MA.6) (P.MA.7) (P.MA.8) (P.MA.9) (P.MA.11)</p> <p>Visual Arts (P.V.1) (P.V.2) (P.V.3) (P.V.4) (P.V.5) (P.V.6) (P.V.8) (P.V.9) (P.V.11)</p> <p>ACP</p>

<p>How do you portray the best qualities of those people you respect?</p> <p>How do designers speak to a variety of traits, authenticity and personal qualities through the imagery they select? Is it o.k. to be cliché?</p> <p>How do we combine imagery to clarify our ideas?</p> <p>What are some contemporary trends or issues that influence portraiture in the media and design world today?</p>	<p>The specifics of meeting copyright laws when using famous figures and how to avoid appropriating imagery.</p> <p>How to communicate ideas and feelings through art.</p> <p>How to juxtapose digital and analog media and compare them for value and content.</p>	<p>The artistic and design process is continual evaluation of ideas, trajectory, needs and analysis of outcome.</p> <p>Skill is built with practice, discovery and creative thought.</p> <p>A variety of media types need to be utilized to derive a clear and meaningful message.</p> <p>Space, scale and balance between details and simplified areas are key factors that can determine the mood, quality and completion of an artwork.</p> <p><b>Feedback is necessary for growth and supports reflection and concept development.</b></p> <p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p> <p>Simplified shapes all look the same.</p> <p>All symbolic ideas are of equal value.</p> <p>High resolution must be set in the effects editor.</p>	<p>Identify and label Copyright laws across works students will create in class including digital imagery, artist statements and printed works.</p> <p>Set appropriate document settings for printed and onscreen images in bitmap, color mode and resolution.</p> <p>Use a variety of selection tools to develop and enhance works. Use various tools to repair and reconstruct images.</p> <p>Consistently apply research to support development of artistic ideas based on designers' use of aesthetics and heroic subject.</p> <p>Analyze the works of graphic artists comparing style, media, process and message.</p> <p>Describe what has influenced changes in your own artistic style, and preferences in media arts.</p> <p>Explain the relationship between media artworks and commercialization or propaganda.</p> <p>Communicate orally and in writing about your own artwork and the work of others..</p> <p><b>Write an artist statement that defines your process and the style of art created and connections between this type of work and its inferred interpretation.</b></p>	<p>1.1a 1.1.b <b>1.3a</b> 1.3b 1.4a <b>1.5a</b> <b>1.5c</b> 2.1a <b>2.2c</b> 2.2b 2.3c <b>2.4a</b> <b>2.4b</b> <b>2.4c</b> 2.5a 2.6b 3.1a <b>3.1b</b> 3.1c 3.2b 3.3a 3.3b <b>4.1a</b> 4.4a 4.4b 4.5d 4.6b 4.6c 5.2a</p>
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**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

**Formative:** Student contribution to discussion on hero/celebrity consideration, iteration sketches, peer and student feedback, Tonal worksheet, in-process critique, student research on subject, activators, summarizers.

**Summative:** Final portrait, Student Reflection & Rubric, Artist Statement, Process Notes, Notes from Critique.

**Homework:** Recreate a hero/character/celebrity using any media you wish that matches at least  $\frac{3}{4}$  of the following 1 page [summary](#). Digital works done in Photoshop/Photopea preferred.

**RESOURCES:** GUGGENHEIM MUSEUM, ART 21 VIDEO COLLECTION, [EUKA HOLMES - MFA - PAPER STORIES/LAYERED DREAMS](#), [EUKA HOLMES SPEECH](#), [ARTIST STATEMENT RUBRIC](#) LEARNKEY HANDOUT & WORKBOOK, [GOOGLE ARTS & CULTURE](#), STUDENT RESEARCH. TONAL WORKSHEET, [AP COLLEGE BOARD RUBRIC](#), [THEMES IN AP ART](#), GLYPH PORTRAITS, ARCHIMBOLDO MATERIALS, [historical styles guide](#), STUDENT EXAMPLES, EXAMPLES 2

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 *paste, copy, move, me, you, draw, paint, layer, photo, write, plan, brush*

Tier 2 *duplicate, scale, transform, rotate, outline, organize, scope, assign, demonstrate, pose, project management, copyright, analyze, define, anticipate, pattern, align.*

Tier 3 *figure-ground, rule of composition, color palette, model release, iterate, client brief, photography, rule of thirds, color theory. type style, font, leading, tracking, camera raw, logo, pictogram, appropriation, blend mode, timeline, frame, clipping mask, Quick Selection, Lasso tool, Magic Wand, marquee selection tools.*

**Lesson Plan List** (numbered list with a brief description of each lesson)

1. Review the works of Euka Holmes & Archimboldo and their ideas behind self-portrait collage works. List ideas in notes and discuss relationships to portraits in contemporary art.
2. Review project, visual goals with symbolic portraiture and digital goals with tools and manipulations. Visual notetaking on key elements looking to support as well as framing of lesson, outcomes and artist statement expectations. Graphic organizers provided.
3. Tutorials on saving file formats, digital manipulation, pattern swatch organization and masking will help ensure student success.
4. Project plan and ideation begin. Students sketch and get feedback on ideas/ peer review. Students begin to develop layering and planning out document.
5. Students source imagery and continue to develop work. Shared troubleshooting document circulates and is reviewed by all. In process critique an clarity of theme.
6. Students analyze and continue to refine works - compare to resource artworks.
7. Finalize and submit works and artist statement to google classroom after revision.
8. Submit rubric and present to class.

**Reflections on lessons as implemented:**

Review of images and pixel content is important for print quality. Peer review is recommended.

How can play and experimentation inform my process?

What is the importance of design in our society/what role does it play in my life?  
 What is the relationship between a computer generated artwork and the process of creating it?  
 How do images influence our ideas and worldviews?  
 What are some contemporary trends or issues that influence the media and design world today?

<b>UNIT / THEME/GENRE : 8. MIDYEAR EXAM</b>					<b>TIME REQUIRED: 1.5 WEEKS</b>					
<b>I. REVIEW OF PHOTOSHOP INTERFACE, SYSTEMS AND SETTINGS</b>										
<b>II. ARTIST CAREER REPORT</b>										
<b>III. UPDATE GOOGLE SITE.</b>										
<b>IV. TAKE PHOTOSHOP CERTIFICATION EXAM (OPTIONAL.)</b>										
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b>										
<ul style="list-style-type: none"> <li>● Students will review art boards created and planning out design work and goals with a variety of tools and techniques, media interpretation and metaphor usage.</li> <li>● Overview of compositional rules, image sourcing techniques, copyright vs. plagiarism, Photoshop navigation techniques</li> <li>● Intro to Color Theory, developed use of Photoshop tools, Copyright law, raster vs. bitmap., layering, selection , style and brush techniques.</li> </ul>										
<b>ESSENTIAL QUESTION</b>		<b>KNOWLEDGE</b> <i>Students will know:</i>			<b>UNDERSTANDING</b> <i>Students will understand that:</i>			<b>TRANSFER SKILLS</b> <i>Students will be able to independently apply:</i>		<b>2019 MA STATE          MEDIA ARTS          CURRICULUM          FRAMEWORK &amp; ACP          CERTIFICATION</b>

<p>Who is an artist/designer and what skills do they possess?</p> <p>How do artists customize their process for effective workflows?</p> <p>How do artists use tools effectively?</p> <p>How does my artistic process inform the work that I create?</p> <p>What are some contemporary trends and issues that influence how we use specific media protocols and processes?</p> <p>How do artists develop ideas? What ideas are worth exploring?</p> <p>What skills and understandings have you developed during the semester?</p> <p>What new arts and design views have you</p>	<p>visual style of graphic designer that has made a significant contribution to the world of graphic design.</p> <p>How artists use software specifics to develop an organized workspace and workflow.</p> <p>How to navigate the Photoshop Interface, manipulate the variety of tools needed for exam and layer tool usage to create specified outcomes.</p> <p>How to prepare project documents for final print, adjust settings and customize non-print elements such as grid lines, rules and guides.</p> <p>How to use appropriate page layout to prepare and complete documents and how to check for document issues in both screen and print production.</p> <p>How to combine a variety of images based on a variety of themes into a unified portfolio that speaks to students' strengths.</p> <p>How to analyze their work and process to how far they have come and what additional needs should be considered.</p>	<p>Before beginning their work, students must have control over their document settings to ensure they can produce what their projects require.</p> <p>Students can revise their workspace to place the tools they use most often in view.</p> <p>Photoshop has specific benefits that relate to image manipulation and post-processing of photos for print, video and web creation.</p> <p>The design outcome and process are of equal value and just as valuable for others looking to see your thought process and problem-solving skills.</p> <p>Themes worth investigating may have multiple entry points and ideas need to be explored in depth before work is created.</p> <p>Reviewing historical artists and artists from the year can help support student inspiration.</p> <p>There are many methods that artists use to inspire their works.</p> <p>Portfolios need to support clean craftsmanship and be peer reviewed and checked for grammar</p>	<p>Research and discover key ideas about 3 graphic designers. Collect needed information and complete necessary steps to complete a project from design to delivery by actively interacting with a client or instructor and present key findings to class.</p> <p>Setup the program interface settings that assist in an efficient and effective workflow, as well as share what files can be imported Generate 1 work based off of a theme that has been developed throughout the course and the graphic design you have chosen to present. Size, style, content, tools and final form will be determined by the student artist.</p> <p>Describe how your graphic designer has made a significant contribution to the world of graphic design.</p> <p>Design a document using specified fonts, styles, margins, indents, tabs, and colors.</p> <p>Demonstrate the use of appropriate page layout software for an instructor specified print or digital project.</p> <p>Define a variety of terms, techniques and tools specific to the Adobe Photoshop Certified Exam as well as this Capstone Course.</p> <p>Describe how copyright law is used and</p>	<p>(P.MA.1) (P.MA.2) (P.MA.4) (P.MA.5) (P.MA.6) (P.MA.7) (P.MA.8) (P.MA.9) (P.MA.11)</p> <p>ACP Review of all key terms 1.1-5.2</p>
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<p>developed?</p> <p>How do artists speak about their works?</p> <p>How do artists communicate with others by including works in a portfolio?</p> <p>How does a portfolio showcase an artists' unique views and ideas?</p>	<p>How to use Google Sites or Adobe Portfolio to develop and refine portfolio to completion.</p> <p>About the safety concerns surrounding public web based platforms.</p>	<p>before being submitted/recorded and uploaded.</p> <p>Photoshop tools and techniques build upon one another so that advanced applications are only learned once basic manipulation techniques are understood.</p>	<p>where and when to get release forms for use of material/imagery.</p> <p>Describe and outline the project management process and issues that can arise in this process.</p> <p>Study Photoshop Certified Professional objectives and review how to perform tasks.</p>
		<p><b>COMMON MISUNDERSTANDINGS</b></p>	
		<p>Grid and guideline settings are self explanatory and don't really matter.</p> <p>All project assembly features can be revised once projects are complete.</p> <p>Portfolios can be assembled once the exam period is over.</p>	<p>Complete LearnKey Exercises.</p> <p>Organize, analyze process, critique and combine works to create a unified portfolio.</p> <p>Refine questioning for specific feedback and to make connections across media, techniques and ideas.</p> <p>Create a document with the appropriate settings for web, print, and video.</p> <p>Create a new document preset to reuse for specific project needs.</p> <p>Identify how the software navigation process mirrors students' lives.</p>

**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

**Formative:** Student notes, Adobe Certified Review of topics and tool demonstration, students contribution to discussions, LearnKey Exercises, peer feedback and in-process presentation and work.

**Summative:** Career Report Project, Inspired Graphic Work, Portfolio Completed, written notes, LearnKey Packet, Reflection, Rubric.

**Homework:** Review ACP Objectives for Illustrator, Complete **graphic designer worksheets, LearnKey Packet** and survey.



**RESOURCES: ACP OBJECTIVES FOR PHOTOSHOP. GRAPHIC DESIGNER LISTING, GOOGLE SLIDES PRESENTATION, GOOGLE SITES, [AP COLLEGE BOARD RUBRIC](#), [THEMES IN AP ART](#), GMETRIX REVIEW AND PRACTICE EXAM.**

Review key terms: <https://lthscomputerart.weebly.com/uploads/9/8/2/3/9823286/01introtodigitalart-ca2012-13.pdf>

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1: *art, design, business, show, file, save, move, link, redo, paste, copy, move, me, you, draw, paint, layer, photo, write, plan, brush*

Tier 2: *Scope, project, corporate, commercial, project, publication, accessibility, Sketches, specifications, orders, drafts, grid, combine, duplicate, scale, transform, rotate, outline, organize, scope, assign, demonstrate, pose, project management, copyright, analyze, define, anticipate, pattern, align, role, properties.*

Tier 3: *distribute, png., .jpg., design process, prototypes, iteration, file sharing, figure-ground, rule of composition, color palette, model release, client brief, photography, rule of thirds, color theory. type style, font, leading, tracking, camera raw, logo, pictogram, appropriation, blend mode, timeline, frame, clipping mask.*

**Lesson Plan List** (*numbered list with a brief description of each lesson*)

1. Students will be asked to open a new document and set file type and dimensions. They will be asked to save their document as a template and then navigate through the Photoshop interface using different controls.
2. L2 & L3 - Students will be given prompts to open and access a variety of panels for different tasks that deal with panel preferences and customization.
3. Students will complete one additional day of creative output to demonstrate and practice skills and tasks.
4. Present key findings of their career report to class in poster, prezi or spark website.
5. Students will update their website with current artist statement.
6. Students will compare notes and complete a worksheet that outlines what they have learned and how they would apply their learning.
7. Students will complete the LearnKey activity worksheet on program navigation and file saving options.
8. **ACP Exam Objectives will be shared with students to review during class and as homework.**

**Reflections on lessons as implemented:**

Resources need updating every 3 years.

**SEMESTER II**

How can I learn to be an artist/designer?

How do artists develop ideas?

How can play and experimentation inform my process?

How does my process inform the work that I create?

**UNIT / THEME/GENRE : 9. VORMATOR**

**TIME REQUIRED: 2 WEEKS**

**LATEST REVISION:**

**INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):**

- Students will review art boards created and planning out design work and goals with a variety of tools and techniques, media interpretation and metaphor usage.
- Overview of compositional rules, image sourcing techniques, copyright vs. plagiarism, Photoshop navigation techniques
- Intro to Color Theory, developed use of Photoshop tools, Copyright law, raster vs. bitmap., layering, selection , style and brush techniques. & intro to illustrator tools.

<p><b>ESSENTIAL QUESTION</b></p>	<p><b>KNOWLEDGE</b> <i>Students will know:</i></p>	<p><b>UNDERSTANDING</b> <i>Students will understand that:</i></p>	<p><b>TRANSFER SKILLS</b> <i>Students will be able to independently apply:</i></p>	<p><b>2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK &amp; ACP CERTIFICATION</b></p>
<p>How can play and experimentation inform an artist's process?</p> <p>How does viewing artwork affect the way we perceive our world?</p> <p>How do artists use abstract shapes to communicate their ideas?</p> <p>How does color suggest mood?</p> <p>How does illustration across cultures differ? How do societal views differ?</p> <p>How do artists grow through structure and limitations?</p>	<p>How to successfully use Adobe Illustrator tools and techniques to combine multiple series of shapes into abstracted designs.</p> <p>How to benefit from constraints in the making of innovative artwork.</p> <p>How to apply a variety of elements and principles to create a dynamic and well composed whole.</p> <p>The tools and themes used by practicing illustrators to help inspire their own works and ideas.</p> <p>About the Adobe Illustrator platform, its panels, styles, layer effects, stroke options and organizational layout.</p> <p>And familiarize themselves with the Illustrator workflow,</p>	<p>Artists use different techniques to develop original works of art.</p> <p>Play and experimentation are essential to develop a strong artistic practice and arrive at new outcomes.</p> <p>Artists use abstract form to speak to a range of social, political, humanitarian and other contemporary topics.</p> <p>There are many techniques to create animated works based on diverse media. The application of this media is also as wide.</p>	<p>Use a series of shapes with the Illustrator Software to successfully create a unique image with clear meaning that follows strong craftsmanship and the elements and principles of art and design.</p> <p>Develop sketches and ideas for illustrations through brainstorming and sketchnoting.</p> <p>Organize imagery in layers and revise layers to refine and complete artistic works.</p> <p>Select, analyze and interpret artistic work for presentation.</p> <p>Perceive and analyze artistic work of illustrators to understand meaning and interpretation.</p> <p>Study the illustrator workflow to review how to use a variety of tools. Learn from demonstration how to accommodate a wider outcome of artwork profiles and modes, export options and color preferences.</p>	<p>(P.MA.1) (P.MA.2) (P.MA.3) (P.MA.4) (P.MA.5) (P.MA.7) (P.MA.8)</p> <p>VPA (P.V.1) (P.V.2) (P.V.3) (P.V.4) (P.V.5)</p> <p>APC 1.4a 1.5a 1.5c 2.1a 2.2a 2.2b 2.3a 2.3d 2.4b 2.5a</p>

How do artists use simplified projects to review and enhance skillbuilding?		<p><b>COMMON MISUNDERSTANDINGS</b></p> <p>Value shapes are part of what creates form.</p> <p>Changing scale is not necessarily changing shape.</p> <p>All cartoon imagery carries the same mood and meaning.</p>	<p><b>Document sketches and process to show iteration process and decision making.</b></p> <p><b>Create a second smaller work that explores an element of the original composition that might be unresolved or a section that the artist wants to expand upon.</b></p>	<p>2.5c</p> <p>3.1b</p> <p>4.3a</p> <p>4.3b</p> <p>4.4a</p> <p>4.4b</p> <p>4.5c</p> <p>5.2a</p> <p>5.2b</p>
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**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Image selects (from photos), sketches, process imagery, resources, peer and teacher feedback during discussion.

Summative: 2 Final works, Rubric, [Reflection](#), final critique.

Homework: Graphic Artist research activity sheet (Behance), Shape & Form based thematic sketches (3).

**RESOURCES: THE ART TEACHER'S BOOK OF LISTS BY HELEN D. HUME, ELEMENTS & PRINCIPLES WORKSHEETS**

**DIGITAL COLOR WHEEL - COLOR.ADOBE.COM, COLOURS.CO. GOOGLE IMAGE GALLERY, STUDENT MOODBOARDS AND RESEARCH. [THEMES IN AP ART](#), [LEARNKEY HANDOUT & WORKBOOK](#), [ONLINE PUZZLES](#), [TEACHER WEBSITE](#), [WORKS OF INTERACTIVE AND DIGITAL ARTISTS ON BEHANCE](#).**

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1: Create, write, layer, cut, paste, copy, rotate, reflect, move.

Tier 2: Analyze, Define, Predict, Explore, Symmetry, Pattern, Explore, Value, Project, Balance, transparency, process, tables, organization

Tier 3: Illustrator, color theory, Rules of composition, Elements and Principles of Art & Design,

**Lesson Plan List** (numbered list with a brief description of each lesson)

1. Students will given project overview, requirements and constraints. They will begin understanding project goals and ideas from a variety of artists. They will select a theme, view artists & examples.
2. We will review Illustrator panels, manipulations, color palette and swatch options and file saving, program modes, color modes and sharing protocol.
3. Based on their theme of choice, students will look to brainstorm and sketchnote ideas in virtual and applied journals. Demonstration will be given on process and ideation.
4. Students will determine what color palette works best to convey their mood and message and continue to play with components given for clarity along with informal critique breaks.
5. Students will be given an activator to re-engage in their working process and continue to work on and revise media compositions. Demonstration will be given on additional technique. Meaning, technique and detail will be assessed through additional feedback.
6. Final revisions will be submitted. Once submitted with correct formatting, students will complete rubrics, reflections and then share out in a slideshow presentation where students will conduct a final critique/reflection of their work and the work of their peers.

How can play and experimentation inform my process?  
 What is the importance of design in our society/what role does it play in my life?  
 What is the relationship between a computer generated artwork and the process of creating it?  
 What are some contemporary trends or issues that influence the media and design world today?  
 How do I become an effective visual communicator?  
 What is the importance of design in our society/what role does it play in my life?  
 Why does presentation affect the way a viewer experiences and even understands a work of art?

**UNIT / THEME/GENRE : 10. SPORTS LOGO PROJECT      TIME REQUIRED: 3 WEEKS      LATEST REVISION:**

**INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):**

- Students will review art boards created and planning out design work and goals with a variety of tools and techniques, media interpretation and metaphor usage.
- Overview of compositional rules, image sourcing techniques, copyright vs. plagiarism, Photoshop navigation techniques
- Intro to Color Theory, developed use of Photoshop tools, Copyright law, raster vs. bitmap., layering, selection , style and brush techniques. & intro to illustrator tools.

<b>ESSENTIAL QUESTION</b>	<b>KNOWLEDGE</b> <i>Students will know:</i>	<b>UNDERSTANDING</b> <i>Students will understand that:</i>	<b>TRANSFER SKILLS</b> <i>Students will be able to independently apply:</i>	<b>2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK &amp; ACP CERTIFICATION</b>
<p>How can play and experimentation inform my logo design process?</p> <p>What is the importance of design in our society/what role does it play in my life?</p> <p>What is the relationship between an illustrator generated artwork and the process of creating it?</p> <p>What are some contemporary trends</p>	<p>The history of Typography and and key players in logo design.</p> <p>How to navigate the creation of a visual message to promote a group or organization.</p> <p>How to translate ideas to support clearly understood imagery and graphics.</p> <p>How to translate their sketches to digital imagery using a variety of shapes, brushes and stylistic tools.</p> <p>How to give feedback on the theme and techniques developed</p>	<p>There are many principles of project management that need to be outlined before progressing with a new project.</p> <p>Stylistic choices help artists establish their identities.</p> <p>Unique points of view help to clarify their message and meaning.</p> <p>When responding to a prompt, artists must fully understand the question that is being asked and select specific imagery to match their responding ideas.</p>	<p><b>Successfully use Adobe Illustrator tools and techniques to create 3 logos that meet the client brief for a college sports team and mock-ups to showcase how the logos would be viewed.</b></p> <p><b>Logos must demonstrate strong use of illustrator tools, craftsmanship and a developed understanding of the E&amp;P of design and contemporary design styles.</b></p> <p>Identify the purpose, audience, and audience needs for preparing symbols and graphics for sports logo projects.</p> <p>Create and edit a logo symbol and typography.</p>	<p>(P.MA.1) (P.MA.2) (P.MA.3) (P.MA.4) (P.MA.5) (P.MA.6) (P.MA.7) (P.MA.8) (P.MA.9) (P.MA.10) (P.MA.11)</p> <p>VPA (P.V.1) (P.V.2) (P.V.3) (P.V.4) (P.V.5) (P.V.6)</p>

<p>or issues that influence the sports media and design world today?</p> <p>Why does presentation affect the way a viewer experiences and even understands a work of art?</p> <p>How do artists communicate their ideas effectively?</p> <p>How do artists use their skills to promote groups of people and identities?</p> <p>What are some examples of ways people use images to communicate narratives, body language or emotions?</p> <p>Can a specific visual narrative be understood in any culture? Do you think its meaning may change between cultures? Can you give an example?</p>	<p>during this project and conduct themselves in both formal and informal critiques.</p> <p>What questions to ask when doing field research on logo design.</p> <p>The different types of logos and how they differ.</p> <p>How to customize and revise based on the needs of the client and the purpose of the product.</p> <p>How to identify who the client/persona is based on the narrative worksheet and VAL52 Framework.</p> <p>How to combine and manipulate a variety of illustrator tools to create variations of a logo based on a series.</p>	<p>There are many different ways to showcase the same ideas with illustration and that illustration styles vary greatly.</p> <p>Copyright licenses need to be followed even when translating works to different media.</p> <p>How to fully consider and revise works to avoid cultural appropriation.</p> <p>You can use simplified shapes to create complex and abstract designs.</p> <p>How to use color theory and custom settings to export their variety of creations into the needed formats for print production.</p> <p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p> <p>Layers do not need to be considered because the end result will be combined.</p> <p>Research is not needed to create realistic or abstract imagery.</p> <p>Research is not needed to develop unique design ideas and understand historical styles.</p>	<p>Use Image Trace to create vectors from bitmap graphics.</p> <p>Demonstrate knowledge of sports logo and branding styles.</p> <p>Communicate visually using visual codes and symbols.</p> <p>Discuss the stylistic choices and communication strategies of designers throughout history of logo design.</p> <p>Know how to apply typographic narrative to strengthen their designs.</p> <p>Use symbolism and visual metaphor in their works to help communicate their ideas.</p> <p><b>Show their process through image series and description of meaning and function in sketches and document creation process throughout the project in a timeline.</b></p> <p>Critique their work and the work of their peers to support best digital arts practices including evaluating image resources, sharing interpretations and analyzing composition and tool usage.</p> <p>Present their imagery and promotional projects to a review panel such as their classmates and school personnel.</p>	<p>APC</p> <p>1.1a</p> <p>1.1b</p> <p>1.2a</p> <p>1.2b</p> <p>1.3a</p> <p>1.4a</p> <p>1.4b</p> <p>1.5a</p> <p>2.2b</p> <p>2.2c</p> <p>2.3c</p> <p>2.4a</p> <p>2.4b</p> <p>2.4c</p> <p>2.5c</p> <p>2.5d</p> <p>2.6b</p> <p>3.1a</p> <p>3.2a</p> <p>4.1a</p> <p>4.2b</p> <p>4.2d</p> <p>4.3c</p> <p>4.4a</p> <p>4.4b</p> <p>4.5d</p> <p><b>4.6c</b></p> <p><b>4.6d</b></p> <p>5.1a</p> <p>5.2a</p> <p><b>5.2b</b></p> <p><b>5.2c,d</b></p>
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**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Sketches, typography demos, logo sort activity, custom font creation, process works, peer/teacher discussion and feedback.

Summative: Final 3 logo designs and mock-ups, client brief worksheet, Rubric & Reflection, formal digital critique.

Homework: 5 logo designs using a variety of shapes and reference material to avoid appropriation. Review of digital tools in the design and creation process. Digital Process Notes.

**RESOURCES:** GOOGLE IMAGES, ADOBE SPORTS LOGO VIDEO, FIELD RESEARCH ACTIVITY SHEET, ELEMENTS AND PRINCIPLES WORKSHEETS, ADOBE ILLUSTRATOR, DIGITAL TABLETS, CLIENT BRIEF FORM, MONSTER HANDOUT, SPORTS TEAM GRAPHIC STYLE EXAMPLES, LEARN KEY HANDOUT AND WORKBOOK.

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 3 - Composition, brush tools, gradient, adjustment layers

Tier 1: *art, design, business, show, file, save, move, link, redo, paste, copy, move, me, you, draw, paint, layer, photo, write, plan, brush*

Tier 2: *Scope, project, corporate, commercial, project, publication, accessibility, Sketches, specifications, orders, drafts, grid, combine, duplicate, scale, transform, rotate, outline, organize, scope, assign, demonstrate, pose, project management, copyright, analyze, define, anticipate, pattern, align, role, properties, sequence, highlight, symbol.*

Tier 3: *distribute, png., .jpg., .eps., design process, prototypes, iteration, file sharing, figure-ground, rule of composition, color palette, model release, client brief, photography, rule of thirds, color theory. type style, font, leading, tracking, camera raw, logo, pictogram, appropriation, blend mode, timeline, frame, clipping mask, value, graphic style, dithering, metadata, artboards, file handling, cloud collaboration, change orders, feedback loop.*

- Lesson Plan List** (*numbered list with a brief description of each lesson*)
1. Students will get an overview of the project and assess client goals as well as begin to analyze existing logo designs and get an overview on the history of logo design.
  2. Students will discuss their views on typography and logo design and how it relates to their lives. Students then review color management and principles of typography.
  3. Students will determine team name, symbol to be used and color palette.
  4. Students study the factors that are present in typography and are led through image tutorials on image tracing and customization of specific elements to focus on including mood and emotional qualities. Students complete logo sorting activity.
  5. Students study design categories and components of letters through image editing and creation activities. They look to customize their own monster and font from demonstrations given. Students include fonts in logo designs (3) and review export options.
  6. Students continue to develop additional variations on logo creation for multi-use purposes with peer feedback. More demonstrations are given on specific tools.
  7. Students process their typography and review export options. They complete the client brief worksheet.
  8. Students present their work and complete critique and rubric - two days.
  9. Students have the option to complete a style guide if they are done early for extra credit.

**Reflections on lessons as implemented:**  
Image resources are needed for beginning steps in project process.

How can I learn to be an artist/designer?  
 How do artists develop ideas?  
 How can play and experimentation inform my process?  
 How do I become an effective visual communicator?  
 What is the importance of design in our society/what role does it play in my life?  
 What is the relationship between a computer generated artwork and the process of creating it?  
 How does creating arts enrich the lives of others?

UNIT / THEME/GENRE : 11. DATA VISUALIZATION		TIME REQUIRED: 2.5 WEEKS		LATEST REVISION:	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): KNOWLEDGE OF PHOTOSHOP HOME PANELS AND MENU SETS. ELEMENTS AND PRINCIPLES OF DESIGN.</b> <ul style="list-style-type: none"> <li>● Students will review art boards created and planning out design work and goals with a variety of tools and techniques.</li> <li>● Overview of compositional rules, image sourcing techniques, copyright vs. plagiarism, Photoshop navigation techniques</li> <li>● Intro to Color Theory, developing use of Illustrator tools, Copyright law, raster vs. bitmap., layering and style and brush techniques &amp; Illustrator tool knowledge.</li> </ul>					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK & ACP CERTIFICATION	
<p>How is data related to the opportunities of organizations?</p> <p>How do we show information visually?</p> <p>How do we show and explain ideas through visual data?</p> <p>How do artists integrate new media to advance the opportunities presented in their works?</p>	<p>How to develop a design style for their data analysis.</p> <p>How to best showcase and graph interpreted content.</p> <p>How to navigate the creation of a visual diagram to retrieve data points and make connections to larger topics.</p> <p>How to universally represent ideas through tables and charts.</p> <p>How to give feedback on themes and techniques and conduct oneself in a formal critique.</p>	<p>They must produce a creative response to a specific client brief (i.e., a games company seeking to present research), learn key concepts relating to project management and demonstrate their skill using graphic design principles and tools in Adobe Illustrator.</p> <p>Studying data allows organizations to understand how to align themselves with the market and the specific demand for certain products.</p> <p>Understanding client needs plays a major role in developing the</p>	<p>Research the game industry, review the statistics on the gaming industry, and visualize it in infographics and data stories so that they can see where best to develop a game and enter the market successfully.</p> <p>Adjust imagery, alignment and transitions to support unified aesthetic and clarity and present work to all stakeholders and peers.</p> <p><b>Show your decision making process on artboards with evidence of ideation and students skillful use of tools and techniques.</b></p> <p>Learn key concepts relating to project management and design principles, and</p>	<p>(P.MA.1)</p> <p>(P.MA.2)</p> <p>(P.MA.3)</p> <p>(P.MA.4)</p> <p>(P.MA.5)</p> <p>(P.MA.6)</p> <p>(P.MA.9)</p> <p>(P.MA.11)</p> <p>Visual Arts</p> <p>(P.V.2)</p> <p>(P.V.4)</p> <p>(P.V.6)</p> <p>(P.V.9)</p> <p>ACP</p>	

<p>How do artists customize works to support specific genres and social needs? How do they collect ideas for proof of concept or fact?</p> <p>How do artists communicate their ideas effectively?</p> <p>Can a specific visual narrative be understood in any culture? Do you think its meaning may change or vary between cultures? Can you give an example?</p> <p>How do artists use graphic images across diverse media?</p>	<p>How to input data and organize information in google sheets.</p> <p>About a variety of video game statistics across interest areas.</p> <p>How to use the advanced graphing tools in Illustrator.</p> <p>Design a set of icons using basic shapes.</p> <p>Develop a storyboard with multiple sections to present a clear concept.</p> <p>Translate the storyboard to a short video for wider distribution of content.</p>	<p>graphics, layout and style of content creation.</p> <p>Designers need to go through the workflow of the design thinking process to understand if their deliverables are on target and effective.</p> <p>Field research has multiple components and can lead to great discoveries.</p> <p>Project brief discussions can help to flush out stereotypical and initial ideas to arrive at more developed and meaningful concepts.</p> <p>Using smart objects ensures works can be reverted to their original.</p> <p>The program interface can be manipulated so that extraneous panels are hidden.</p> <p>Assets can be used in a variety of ways to develop image across platforms.</p> <p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p>	<p>demonstrate their skill using foundational image and text tools within Illustrator.</p> <p>Understand how to interpret a spreadsheet and the purpose for using different graphs - e.g., column graph vs pie graph.</p> <p>How to convert spreadsheet data into a graph and how to add design to a graph to tell a story.</p> <p>How to present data in a graph to create a compelling data story for a client.</p> <p>Create different styles of graphs using the Adobe Illustrator Graph tools.</p> <p>Save and import data from a spreadsheet, export a spreadsheet as a tab separated value (.TSV) file format.</p> <p>Export graphics as portable network graphic (.PNG) to import into a spreadsheet for presentation.</p> <p>Identify the needs of a client and their target audience.</p> <p>Modify typographical settings such as font family, font style, leading, tracking, etc.</p> <p>Create and modify vector shapes to make icons.</p>	<p>1.1a 1.1b 1.2a 1.2b 1.3a 1.4a 1.4b 1.5a 1.5b 2.1a 2.1b 2.2a 2.2c 2.3d 2.4a 2.4b 2.5a 2.5c 2.6a 3.1b 4.3a 4.3b 4.3c 4.4a <b>4.4b</b> <b>4.5c</b> <b>4.6a</b> <b>4.6b</b> 5.1a 5.2b <b>5.2c</b></p>
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		<p>Assets and graphics are exported the same way.</p> <p>All graphs communicate data the same way.</p> <p>Any icon should work to explain my data, all icons are equal.</p>	<p>Justify design choices to clients and others.</p> <p>Analyze current social art media messages and materials to decide how best to communicate your ideas.</p> <p>Present design brief worksheets and client presentations using industry best practices.</p>	
<p><b>CEPA(S) (Curriculum Embedded Performance Assessments):</b> <i>Include information from assessment evidence and list/name any rubric or toolkit used</i></p> <p>Formative: Sketches/notes, research data, icons generated, visual exercises, process graphs, resources, peer and teacher feedback, activators, summarizers, critique, field research activity, client brief worksheet.</p> <p>Summative: 3 Final Graphs in a presentation format. Peer Feedback Rubric and Reflection, observation of participation in final critique.</p> <p>Homework: Data collection form, additional research requested and Client Design Brief.</p>				
<p><b>RESOURCES: THE ART TEACHER'S BOOK OF LISTS BY HELEN D. HUME, ELEMENTS &amp; PRINCIPLES WORKSHEETS</b></p> <p><b>DIGITAL COLOR WHEEL - COLOR.ADOBE.COM, COOLERS.CO. GOOGLE IMAGE GALLERY, GOOGLE ARTS &amp; CULTURE, <a href="#">THEMES IN AP ART</a>, LEARNKEY HANDOUT &amp; WORKBOOK, CLIENT BRIEF, ACTIVITY WORKSHEETS.</b></p>				
<p><b>VOCABULARY BY TIER: (CCSS AND WIDA)</b></p> <p>Tier 1 <i>paste, copy, move, me, you, draw, paint, layer, photo, write, plan, brush</i></p> <p>Tier 2 <i>duplicate, scale, transform, rotate, outline, organize, scope, demographics, assign, demonstrate, pose, project management, copyright, analyze, define, anticipate, pattern, align, graph, spreadsheet, table.</i></p> <p>Tier 3 <i>figure-ground, rule of composition, color palette, model release, iterate, client brief, photography, rule of thirds, color theory. type style, font, leading, tracking, camera raw, logo, pictogram, appropriation, dithering, metadata, artboards, file handling, cloud collaboration, change orders, feedback loop, infographic.</i></p>				
<p><b>Lesson Plan List</b> <i>(numbered list with a brief description of each lesson)</i></p> <ol style="list-style-type: none"> <li>1. Students will learn about the project brief . They will then research data from online sources to determine how the client should enter the market.</li> <li>2. Students collect ideas and review as a group noting the positives and issues with the project outline and how best to attach the client brief.</li> </ol>			<p><b>Reflections on lessons as implemented:</b></p>	

<ol style="list-style-type: none"> <li>3. Students begin to conduct field research on their topic including video game industry statistics and define a direction for their project including how best to showcase data and how to customize their work for readability and video game styling.</li> <li>4. Tutorials support the moving of cell data, working with google sheets and microsoft excel, sample graph worksheet, converting files formats, importing content, using vector graphics in Illustrator and exporting assets.</li> <li>5. Students review resource campaigns and adobe visuals and begin developing their data sets and graphs to complete their infographics.</li> <li>6. At the beginning of class we peer critique will review newly learned tools and objectives.</li> <li>7. Students review copyright law and project management worksheet and objectives. They then continue developing their infographics.</li> <li>8. Students learn advanced graphing skills. Once done with imagery, students can use assets to develop a gif. Storyboards are created for students to develop key talking points.</li> <li>9. A final period to complete all works will conclude with the opportunity to begin printing.</li> <li>10. Once works are printed students will submit works digitally and complete the rubric. Students will then present their work to the stakeholders/class/teachers to complete their client brief.</li> </ol>	
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How can play and experimentation inform my process?

What is the importance of design in our society/what role does it play in my life?

What is the relationship between a computer generated artwork and the process of creating it?

What are some contemporary trends or issues that influence the media and design world today?

How do I become an effective visual communicator?

Why does presentation affect the way a viewer experiences and even understands a work of art?

<b>UNIT / THEME/GENRE : 12. CHARACTER DESIGN</b>		<b>TIME REQUIRED: 2.5 WEEKS</b>		<b>LATEST REVISION:</b>	
<b>(ILLUSTRATOR, PROCREATE, FRESCO)</b>					
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b>					
<ul style="list-style-type: none"> <li>● Students will review art boards created and planning out design work and goals with a variety of tools and techniques, media interpretation and metaphor usage.</li> <li>● Overview of compositional rules, image sourcing techniques, copyright vs. plagiarism, Photoshop navigation techniques</li> <li>● Intro to Color Theory, developed use of Illustrator tools, Copyright law, raster vs. bitmap., layering, selection , style and brush techniques. &amp; intro to illustrator tools.</li> </ul>					
<b>ESSENTIAL QUESTION</b>	<b>KNOWLEDGE</b> <i>Students will know:</i>	<b>UNDERSTANDING</b> <i>Students will understand that:</i>	<b>TRANSFER SKILLS</b> <i>Students will be able to independently apply:</i>	<b>2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK &amp; ACP CERTIFICATION</b>	

<p>How can play and experimentation inform an artist's process?</p> <p>How do we interpret characters through line and form?</p> <p>What are the relationships between applied and digital painting?</p> <p>What is the role of animation in society?</p> <p>How did the work of comic book writers and cartoonists of the past influence the way we develop characters and narratives today?</p> <p>How do illustrators use a variety of tools to unify their work?</p> <p>How does my process inform what I am making?</p> <p>How are NFT's and portraiture related?</p>	<p>How to use Adobe Fresco and Adobe Illustrator to develop basic line work that can then be fully developed with specific color palettes, form and style in Illustrator.</p> <p>How to showcase the desired expression they are looking for in their portraits through specific qualities of facial structure, musculature and body positions.</p> <p>How to storyboard imagery to tell a narrative.</p> <p>How to use the puppet warp and drawing tools to animate inventive characters.</p> <p>How to develop works using Procreate custom brushes and animation tools.</p> <p>How to combine digital painting techniques and media to create a uniquely styled illustration.</p> <p>About a variety of illustrators and the messages and meaning behind their works.</p> <p>Human and animal anatomy to develop their characters' forms.</p>	<p>The benefits of combining media to create not only original works but suggest more specific meaning.</p> <p>Play and experimentation are essential to develop a strong artistic practice and arrive at new outcomes.</p> <p>Artists combine historic, contemporary and multicultural styles to create new character forms to speak to social issues, target audiences or allude to historic events.</p> <p>Color theory, brush style and anatomy specifics will help to convey a unified style for their character designs.</p> <p>Non-Fungible Tokens are a method of ownership being bought and sold that identify artwork for a price without the buyer necessarily having all copies of the work on hand. Anyone can copy a work digitally but only 1 person can sell it for</p> <p>Symbolism is often used to showcase personal strengths, likes, dislikes and associations.</p>	<p>Use a range of brushes, layers, shape builder, pathfinder and other Illustration tools, personal imagery and the use of the elements and principles of art and design to create their own characters. Create 3 characters with 3 views each as concept art and develop either a short comic or bubble gum wrapper as a final product. The style may be realistic, cartoon-like, illustrative, abstracted, a Caricature, etc.</p> <p>Identify how the change in media or platform changed the way a comic is created, viewed and interpreted.</p> <p>Explain the use of personal and cultural expression in the creation of a cartoon imagery and the message that is being shared through its display.</p> <p>Reflect on the works of historical and contemporary Illustrators and explain their significance. <b>A review of four works will be submitted through an arts <a href="#">Analysis</a>.</b></p> <p><b>Discuss appropriation in the art world.</b></p> <p>Develop sketches and ideas for illustrations through brainstorming and sketchnoting.</p> <p>Take staged photographs of each other as reference for works.</p> <p>Use the Color Guide panel to select coordinated colors.</p>	<p>(P.MA.1) (P.MA.2) (P.MA.3) (P.MA.5) (P.MA.6) (P.MA.7) (P.MA.9)</p> <p>Visual Arts (P.V.1) (P.V.2) (P.V.3) (P.V.6) (P.V.9)</p> <p>ACP 1.1b 1.2a 1.2b <b>1.3a</b> 1.3b 1.4a 1.5a,b,c 2.1a 2.1b 2.3d 2.4a 2.4b 2.4c <b>2.5a</b> <b>2.5b</b> <b>2.5c</b> 2.5d</p>
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	How NFT's are popularized in the world of animation and about the artist and NFT relationship.	Characters in video games and other contemporary works tend to have more cultural and visual complexity due to the rendering improvements in digital media.	Select, analyze and interpret Illustrations for presentation.	2.6b
	The purchase of goods and services is in itself a system of evaluation for the quality of a design or work of art.	<b>COMMON MISUNDERSTANDINGS</b>	Convert text to graphics. i. Key Concepts: converting text to outlines, benefits/disadvantages.	3.1b 3.2b 4.1a <b>4.2d</b> 4.3c <b>4.4a</b>
	Digital citizenship requires respect for guidelines on the internet, digital imagery and email safety for minors and for general purpose. What guidelines are required vs. recommended.	Two levels of difference are necessary to show a degree of value change.  It is best to come up with your own ideas instead of looking to artists who use similar media and stylistic choices.	Perceive and analyze artistic work of illustrators to understand meaning and interpretation.  <b>Document sketches and process to show revisions and decision making.</b>	4.5b 5.1a 5.2a 5.2b <b>5.2c</b>

**CEPA(S)** (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative: Resources and student photos, sketches, process imagery, peer and teacher feedback, animation short, activators, summarizers, 3 storyboards.

Summative: 3 Final Character sketches, 1 final work with character narration, Rubric, Reflection, student participation in final critique.

Homework: Sketches, research, tool review, 4 Corner Illustration Analysis (if not complete), 3 storyboards, Portrait Project Reflection (see homework sheet)

**RESOURCES:** STUDENTS PHOTOGRAPHS AND VIDEO FOOTAGE, ADOBE ILLUSTRATORS, CONTEMPORARY ARTISTS ARIES ROSE, PARACOSM, S-MCMENNAMY.COM, [HTTP://WWW.BURDU976.COM/PFS/](http://www.burdu976.com/pfs/), [HTTPS://IMGUR.COM/GALLERY/UHYFK](https://imgur.com/gallery/UHYFK), FRESCO VIDEO, TOOLS WORKSHEET, DRAWING PRACTICE, ARTIST STATEMENT WRITING GUIDES, [HTTPS://WWW.ESCAPEINTOLIFE.COM/ARTIST-WATCH/T-S-ABE/](https://www.escapeintolife.com/artist-watch/t-s-abe/), NFT ON VERGE, AP RUBRIC, LEARN KEY HANDOUT, AARON DOUGLAS (FREEDOM POSTER), MICHAEL GERMAINE DOUGHTY, SANFORD GREENE -INSTAGRAM (BLACK PANTHER)

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 3 - Composition, brush tools, gradient, adjustment layers

Tier 1: *art, design, business, show, file, save, move, link, redo, paste, copy, move, me, you, draw, paint, layer, photo, write, plan, brush*

Tier 2: *Scope, project, corporate, commercial, project, publication, accessibility, Sketches, specifications, orders, drafts, grid, combine, duplicate, scale, transform, rotate, outline, organize, scope, assign, demonstrate, pose, project management, copyright, analyze, define, anticipate, pattern, align, role, properties, sequence, highlight, symbol, form, value, shape, direction, scene, pose, scale.*

Tier 3: *distribute, png., .jpg., .eps., design process, prototypes, iteration, file sharing, figure-ground, rule of composition, color palette, model release, client brief, photography, rule of thirds, color theory. type style, font, leading, tracking, camera raw, logo, appropriation, blend mode, timeline, frame, clipping mask, value, graphic style, dithering, metadata, artboards, file handling, cloud collaboration, change orders, feedback loop, comic book, cartoon, character, animate, puppet warp.*

**Lesson Plan List** (numbered list with a brief description of each lesson)

1. Students will be given an overview of lesson and analyze a variety of artists whose main focus is animation. We will review key Fresco, Procreate and Illustrator tools and create a few samples. Students will begin to brainstorm their character concepts.
2. We will work with objects and images of students choice to generate sketches and practice rendering 3D forms. Multiple versions will set the stage for students final work and a full color palette and value system will be applied.
3. Students will take photos from their camera role or in class to use for their characters' poses and begin to generate a storyboard for a mini comic.
4. Students will learn about character development and composition and continue to define their top 3 characters and introduce color and gradaded values as they see fit. A partner critique will help define which background and color palettes are most effective.
5. Students will learn how NFT's and character designs connect within media arts.
6. Animation techniques will be taught and students will experiment with making characters come to life in a video short.
7. Students will engage in one additional digital critique to present their collection of character materials and then make final decisions on narrative. Students will test out alternate methods for creating depending on which tools they originally used.
8. Students will continue working for 2-3 classes and then package works for their digital portfolios. **Students consider how pattern and portrait reflect themselves, their style and ideas to inclusion in the final portfolio. Work time allows students to round out portfolio themes and discuss.**
9. Final techniques, revisions and feedback will lead to finalized works. Once submitted, students will complete rubrics, reflections and then share out in small groups.

**Reflections on lessons as implemented:**

- What is the importance of design in our society/what role does it play in my life?  
What is the relationship between a computer generated artwork and the process of creating it?  
How do images influence our ideas and worldviews?  
How does creating arts enrich the lives of others?  
Why does presentation affect the way a viewer experiences and even understands a work of art?

UNIT / THEME/GENRE : 13. PRODUCT DESIGN

TIME REQUIRED: 2.5 WEEKS

LATEST REVISION:

**INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):**

- Students will review art boards created and planning out design work and goals with a variety of tools and techniques, media interpretation and metaphor usage.
- Overview of compositional rules, image sourcing techniques, copyright vs. plagiarism, Photoshop & Illustrator navigation techniques
- Intro to Color Theory, developed use of Illustrator tools, Copyright law, raster vs. bitmap., layering, selection , style and brush techniques. & intro to illustrator tools, photography and character development.
- Promotional campaign overview and advertisement criteria.

ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK & ACP CERTIFICATION
<p>How can play and experimentation inform an artist's process?</p> <p>How is society affected by media art?</p> <p>What are some ways you are personally affected by advertising?</p> <p>What are examples of products you may have only bought due to an advertisement?</p> <p>What are some ways color and photography can affect the selling of a product?</p>	<p>How to develop their own unique client brief catering to their interests and future goals.</p> <p>Specific advertising concepts and key strategies to product sales.</p> <p>How to survey and analyze data to evaluate the effectiveness of a potential product.</p> <p>How to layer images and techniques in Illustrator to compose a unique narrative that targets a particular audience.</p> <p>How to work with the tools and viewing windows of Adobe Dimension to create photo realistic imagery.</p> <p>Review the psychology behind media advertising.</p>	<p>Understand the main components of developing a product and brand campaign.</p> <p>A company's logo and/or advertising materials will affect the successfulness of the company.</p> <p>Collaboration and feedback essential to develop a strong artistic practice and arrive at new outcomes.</p> <p>Artists combine diverse media to speak to social issues, target audiences or allude to historic events.</p> <p>Color theory must be considered when appealing to a target audience.</p>	<p>Successfully use Adobe Illustrator tools and techniques to create a product pair and unique brand that supports students future goals.</p> <p><b>Develop 3 or more layout sketches, 2 full renders in Illustrator, 2 product placement renders in Adobe Dimension from different views and 2 printed product models.</b></p> <p>Learn how to use Adobe Dimension, lighting techniques, image translation and rendering settings to develop their product advertisements.</p> <p>Review how color is perceived in ad campaigns and how this can affect or enhance the successfulness of a brand.</p> <p>Infer the purpose and “target audience” of a product.</p>	<p>(P.MA.1) (P.MA.2) (P.MA.3) (P.MA.4) (P.MA.5) (P.MA.6) (P.MA.7) (P.MA.8) (P.MA.9) (P.MA.11)</p> <p>Visual Arts (P.V.1) (P.V.2) (P.V.3) (P.V.6) (P.V.7) (P.V.8) (P.V.9)</p> <p>ACP <b>1.1a,b</b></p>

<p>How does the design and imagery on a product affect the way we view it and its likelihood to be purchased?</p> <p>What are some current brand styles and taglines that are developed to target teenagers?</p> <p>How does combining different styles of media impact how artwork is viewed?</p>	<p>About a variety of designers who create product campaigns and the messages and meaning behind their works.</p> <p>How symbolism is involved in supporting the idea of suggestion and to help sell their product.</p> <p>Identify specific target audiences necessary for advertising.</p>	<p>3D Creation and usability must be considered while a product is being developed.</p> <p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p> <p>Imagery has to be placed in the correct perspective to be believable.</p> <p>All products that are desirable will sell to all audiences.</p> <p>Similarity of lighting is not needed consistently throughout an ad.</p>	<p>Determine how to sell their product through the development of a package design.</p> <p>Complete <a href="#">Media Awareness III/Advertisement Analysis</a> to help ensure your promotional graphics and product development is successful.</p> <p>Identify when and how to use a model or location release form.</p> <p>Discuss the purpose, target audience, and style of advertisements with key vocabulary.</p> <p>Revise layers, groupings and develop unique styles in the appearance panel to refine and complete artistic works.</p> <p>Modify a presentation of a media artwork by anticipating consumers' responses to better align to artistic intent.</p> <p><b>Document sketches and process to show revisions and decision making.</b></p> <p>Place assets in an Illustrator document. Use the Links panel and create custom gradients. Modify and refine selections and graphic styles.</p> <p>Use Image Trace to create vectors from bitmap images.</p>	<p><b>1.2a</b>  <b>1.3a,b</b>  1.4a  1.5a,b,c  2.1a  2.2a,c  2.3a,b,c  <b>2.3d</b>  <b>2.4c</b>  <b>2.5d</b>  2.6a  <b>2.6b</b>  2.6c  3.1a  3.2b  4.1a  4.2d  4.2e  4.3b  4.3c  4.4a,b,c  <b>4.5c</b>  <b>4.5d</b>  4.6b  4.6c  5.1a  5.2b  5.2c  5.3d</p>
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**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Image selects (from photos), sketches, process imagery, icons generated, visual exercises, resources, peer and teacher feedback, activators, summarizers, in process - critique, field research activity, client brief worksheet.

Summative: 2 Final Illustrator Graphics, 2 Adobe Dimension Product Renders, 2 Product Models, Rubric, Reflection, student contribution in final critique.

Homework: 3 form sketches include outline for photo/illustration references, 3 taglines and location reference photos for products.

**RESOURCES: MARKETING OVERVIEW-** [HTTPS://WWW.YOUTUBE.COM/WATCH?V=ZBKWQDAS7NA](https://www.youtube.com/watch?v=ZBKWQDAS7NA), **PRODUCT DESIGN EXAMPLES, AP RUBRIC**  
**CONCEPT:** [HTTPS://WWW.YOUTUBE.COM/WATCH?V=7SSu0KtXI2c&list=PLML\\_REDWroUTxIkZBAJ9v-oyfomQ2Pdky&index=2](https://www.youtube.com/watch?v=7SSu0KtXI2c&list=PLML_REDWroUTxIkZBAJ9v-oyfomQ2Pdky&index=2)  
[HTTPS://ADAGE.COM/](https://adage.com/), **PROJECT PLANNING GRAPHIC ORGANIZER**, **LEARNKEY PACKET**, **ADOBE ILLUSTRATOR ACP OBJECTIVES**, **PROJECT FIELD RESEARCH WORKSHEET**

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 3 - Composition, brush tools, gradient, adjustment layers

Tier 1: *art, design, business, show, file, save, move, link, redo, paste, copy, move, me, you, draw, paint, layer, photo, write, plan, brush*

Tier 2: *Scope, project, corporate, commercial, project, publication, accessibility, Sketches, specifications, orders, drafts, grid, combine, duplicate, scale, transform, rotate, outline, organize, scope, assign, demonstrate, pose, project management, copyright, analyze, define, anticipate, pattern, align, role, properties, sequence, highlight, symbol, character, photo, pattern, graphic, client brief, field research, model..*

Tier 3: *distribute, png., .jpg., .eps., design process, prototypes, iteration, file sharing, figure-ground, rule of composition, color palette, model release, client brief, photography, rule of thirds, color theory. type style, font, leading, tracking, camera raw, logo, pictogram, appropriation, blend mode, timeline, frame, clipping mask, value, graphic style, dithering, metadata, artboards, file handling, cloud collaboration, change orders, feedback loop, wrap pattern, negative space.*

**Lesson Plan List** (*numbered list with a brief description of each lesson*)

1. Students will view examples of marketing and media product advertisements and review the 4 P's of advertising. They will review and discuss the client brief and requirements for their product deliverables. They will then conduct field research to look for product examples online, in magazines and in physical form brought into class.
2. Students will review key points of advertisements including design and psychological components and then brainstorm the type of product, style, type and brand they would like to develop through sketches.
3. Following sketches, students will begin to draft up their works in Illustrator to develop high res mock-ups. We will review key Illustration tools and techniques for aligning imagery and text.
4. Students will continue to complete their field research and client brief and develop artboards to document their process. Students will work towards developing their brand and message through the

**Reflections on lessons as implemented:**



<p>creation of logos and taglines. A variety of products will be analyzed through the completion of an activity guide.</p> <p>5. Students will rebuild their works using Adobe Dimension over the course of 2-3 days following a 2 part demonstration. Students will print out their models once complete with final graphics applied.</p> <p>6. A "shark tank" critique will follow the next day to vote whose products will pass the tests and meet consumer demands. Rubrics and reflections will be completed and submitted.</p>	
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How do images influence our ideas and worldviews?  
 How does creating arts enrich the lives of others?  
 Why does presentation affect the way a viewer experiences and even understands a work of art?  
*How does my process inform the work that I create?*  
*How does artistic feedback influence an artist's work and process?*

<b>UNIT / THEME/GENRE : 15. MONOLINE</b>	<b>TIME REQUIRED: 2 WEEKS</b>	<b>LATEST REVISION:</b>
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<p><b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b></p> <ul style="list-style-type: none"> <li>● Students will review art boards created and planning out design work and goals with a variety of tools and techniques, media interpretation and metaphor usage.</li> <li>● Overview of compositional rules, image sourcing techniques, copyright vs. plagiarism, Photoshop navigation techniques</li> <li>● Intro to Color Theory, developed use of Illustrator tools, Copyright law, raster vs. bitmap., layering, selection , style and brush techniques.</li> </ul>
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<b>ESSENTIAL QUESTION</b>	<b>KNOWLEDGE</b> <i>Students will know:</i>	<b>UNDERSTANDING</b> <i>Students will understand that:</i>	<b>TRANSFER SKILLS</b> <i>Students will be able to independently apply:</i>	<b>2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK &amp; ACP CERTIFICATION</b>
<p>How can play and experimentation inform an artist's process?</p> <p>How do we interpret diverse media?</p> <p>What are the relationships between technical drawing, illustration, branding and historical styles?</p>	<p>How to organize, combine, and generate complex compositions using Illustrator tools and techniques.</p> <p>How to develop symbolism that pertains to specific genres and connects to students' experiences.</p> <p>About a variety of artists and genres working in this style and how this work is viewed in society.</p>	<p>New media combinations are often the precursor to innovation.</p> <p>Play and experimentation are essential to develop a strong artistic practice and arrive at new outcomes.</p> <p>Artistic styles often show refinement and simplification in their evolution.</p> <p>Styles throughout history are cyclical.</p>	<p>Develop a composition containing multiple objects and pattern components. Create a symbolic and precise monoline design using balance and symmetry in support of their theme.</p> <p>Perceive and analyze artistic works of illustrators to understand meaning and interpretation.</p> <p>Develop sketches and ideas for illustrations through brainstorming activities. <b>3 Sketches of 2 different visual ideas and connection to student portfolio theme/concentration needed.</b></p>	<p>(P.MA.1)            (P.MA.2)            (P.MA.3)            (P.MA.4)            (P.MA.5)            (P.MA.7)            (P.MA.8)            (P.MA.9)            (P.MA.10)            (P.MA.11)              Visual Arts            (P.V.1)            (P.V.2)</p>

<p>How did the style of monoline imagery evolve?</p> <p>How does the presentation of artwork impact how the artwork is viewed?</p> <p>How do the tools and process of creating a monoline artwork inform its outcome?</p> <p>How does the use of Illustrator tools lend itself to this style of imagery?</p>	<p>How to pose and refine questions for more specific feedback.</p> <p>How to develop a specific color palette that supports the meaning behind imagery used.</p> <p>How to share imagery for collaboration.</p> <p>How to navigate the color guide panel and use a variety of complex reconstruction and editing techniques.</p>	<p>Knowing a variety of tools helps artists refine and clarify their ideas and meaning.</p> <p>Paths are sliced and masks as well as layered to create unified effects.</p> <p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p> <p>Form needs to be shown through value patterns.</p> <p>Simplified color palette emphasizes detail.</p>	<p>Organize imagery in layers and revise layers to refine and complete artistic works.</p> <p>Select, analyze and interpret artistic work for presentation.</p> <p><b>Document process artboards to show revisions and decision making including questions posed and revisions from feedback.</b></p> <p>Prepare images for export to web, print, and video. Save graphics in appropriate formats for print or screen.</p> <p>Use basic reconstructing and editing techniques to manipulate digital graphics and media.</p> <p>Edit preset brushes, symbols, graphic styles, and patterns.</p> <p>Use the Color Guide panel to select coordinated colors.</p>	<p>(P.V.3) (P.V.6) (P.V.7) (P.V.8) ACP <b>1.1a,b</b> <b>1.2a</b> <b>1.4a,b</b> <b>1.5a</b> <b>1.5b</b> <b>1.5c</b> 2.1a,b 2.2a,b 2.3c,d 2.4b <b>2.5a,c,d</b> 2.6a,b <b>3.1a,b</b> 4.1a 4.4b <b>4.5a,b,c</b> 5.1a 5.2a 5.2b</p>
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**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: 6 sketches, process imagery and ideas, resources, peer and teacher feedback, frayer square, activators, summarizers.

Summative: Final work, Rubric, Reflection, student input on final critique.

Homework: 6 Sketches of two different themes (ideation process), Monoline Artists Activity

**RESOURCES:** MONOLINE DESIGN WITH AMBITIOUS COMPOSITION DOCUMENT, COLOR PSYCHOLOGY DOCUMENT, ILLUSTRATOR TUTORIALS, LINE TYPES DOCUMENT, THE ART TEACHER'S BOOK OF LISTS BY HELEN D. HUME, ELEMENTS & PRINCIPLES WORKSHEETS, DIGITAL COLOR WHEEL - COLOR.ADOBE.COM, COLOURS.CO. GOOGLE IMAGE GALLERY, GOOGLE ARTS & CULTURE, [THEMES IN AP ART](#), LEARNKEY HANDOUT & WORKBOOK, ACTIVITY WORKSHEETS.

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1: Cut, paste, draw, art, design, business, show, file, save, move, link, redo, paste, copy, move, me, you, draw, layer, photo, write, plan, brush

Tier 2: Project, publication, accessibility, Sketches, specifications, orders, drafts, grid, combine, duplicate, scale, transform, rotate, outline, organize, scope, assign, demonstrate, pose, project management, copyright, analyze, define, anticipate, pattern, align, role, properties, sequence, highlight, symbol, Analyze, Define, Predict, Analyze, Respond, Stroke, Mergers, symmetry, axis, intersection.

Tier 3: distribute, png., .jpg., .eps., design process, prototypes, iteration, file sharing, figure-ground, rule of composition, color palette, photography, rule of thirds, color theory. type style, font, leading, tracking, camera raw, logo, pictogram, appropriation, blend mode, timeline, frame, clipping mask, value, graphic style, dithering, metadata, artboards, file handling, cloud collaboration, change orders, feedback loop, composition, brush tools, gradients, adjustment layers, value pattern, Rules of composition.

**Lesson Plan List** (numbered list with a brief description of each lesson)

1. Students will begin understanding project goals and ideas from a variety of artists. They will select a theme to work with and view additional students' examples.
2. Based on their theme of choice, sketch and develop their ideas and questions. Additional sketches and research not completed in class will be done for homework.
3. Students will select a variety of images to work with and a color palette. Demonstrations on tools will follow with student samples to show mastery of technique.
4. Students will be given an activator to re-engage in their working process and continue to work on and revise media combinations following informal feedback. Messages and meaning will be assessed through this process.
5. Final techniques and revisions will lead to finalized works. Works will be printed and students will complete rubrics, reflections and then share out in small groups. Final group critique.

**Reflections on lessons as implemented:**

How does an artist/designer see?

How do I become an effective visual communicator?

What is the relationship between a computer generated artwork and the process of creating it?

How do images influence our ideas and worldviews?

Why does presentation affect the way a viewer experiences and even understands a work of art?

**UNIT / THEME/GENRE : 16. TRAVEL BROCHURE**

**TIME REQUIRED: 2.5 WEEKS**

**LATEST REVISION:**

**INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):**

- Students will review art boards created and planning out design work and goals with a variety of tools and techniques, media interpretation and metaphor usage.
- Overview of compositional rules, image sourcing techniques, copyright vs. plagiarism, Photoshop navigation techniques.
- Intro to Color Theory, developed use of Illustrator tools, Copyright law, raster vs. bitmap., layering, selection, style and brush techniques. Atmospheric understanding.

ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK & ACP CERTIFICATION
<p>How do artists select appropriate colors based on chosen art themes?</p> <p>What is the relationship between color and perspective?</p> <p>How is mood influenced by color?</p> <p>How can you vary text to achieve complex visual results?</p> <p>How does the way a work is presented affect the way a viewer understands and experiences the work?</p> <p>How does the alignment of text relate to its readability?</p> <p>How does the media make the mundane into the desirable?</p>	<p>How to layer imagery to design an article that includes a variety of copy and supports a specific travel destination.</p> <p>How to select specific colors to depict a mood of choice.</p> <p>How to organize their works for the most effective workflow and to meet perspective requirements.</p> <p>How to search for and select imagery to best align to project goals.</p> <p>About Illustrators who work with perspective and color theory and some of the questions they consider within their process.</p> <p>How to customize text and wrap text and imagery within visual software. How to use appropriate character settings and type tools to design and customize their document.</p> <p>How to manipulate type layouts for readability.</p>	<p>Color organization and consecutive values or specific color range is required for clarity of aerial perspective.</p> <p>An illustration of a location can alter the mood of an article/narrative in many ways.</p> <p>Process and correct layering are essential to the success of digital artworks.</p> <p>A simplified color scheme can showcase the brilliance or vastness of a landscape.</p> <p>Editing preset brushes, symbols, graphic styles, and patterns help to develop an artists' particular style.</p> <p>Body copy, headlines, bylines, dingbats, captions and aligned text are all essential to drafting a commercial article.</p> <p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p>	<p><b>Develop their own travel brochure that includes a monument or location illustration, a series of text elements and uses first hand references for publication.</b></p> <p>Follow atmospheric/correct perspective, color theory and compositional rules.</p> <p>Include gradients and layering to show depth.</p> <p>Identify contemporary artists on the Adobe site and contemporary articles and blogs which use similar techniques in their works. Analyze and interpret these works for presentation and meaning.</p> <p><b>Document process artboards to show revisions and decision making including questions posed and revisions from feedback.</b></p> <p>Prepare images for export to web, print. Save graphics in appropriate formats for print or screen.</p> <p>Use basic reconstructing and editing techniques to manipulate digital graphics and media.</p>	<p>(P.MA.1) (P.MA.2) (P.MA.3) (P.MA.4) (P.MA.7) (P.MA.9) (P.MA.11)</p> <p>VPA (P.V.1) (P.V.2) (P.V.3) (P.V.4) (P.V.5) (P.V.6)</p> <p>APC 1.1a,b <b>1.2a,b</b> <b>1.3a</b> 1.4a 1.4b <b>1.5a,b,c</b> 2.1a,b 2.2b <b>2.2c</b> 2.3b,c 2.4a,b,c <b>2.5a,b</b></p>

<p>How do designers develop their work in service of unifying their portfolios?</p> <p>How does a focus on new design tools help the designer to better understand career pathways?</p>		<p>Color palettes can be any range of colors expressing any mood.</p> <p>Background polaroid can be any size image.</p> <p>Layer order isn't important.</p>	<p>Edit preset brushes, symbols, graphic styles, and patterns.</p> <p>Use the Color Guide panel to select coordinated colors.</p> <p>Modify a presentation of a media artwork by anticipating consumers' responses to better align to artistic intent.</p> <p>Place assets in an InDesign document. Use the Links panel and create custom gradients. Modify and refine selections and graphic styles.</p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p>2.6b 3.1a,b <b>3.2a</b> <b>4.2a,b,c</b> 4.2e 4.4b <b>4.5a</b> 4.6a,b 5.1a 5.2b,c</p>
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**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

**Formative:** Sketches of location and layout, Selection of monument images and research articles, student demonstration of layering, discussion, demonstration of InDesign Techniques, peer and student feedback, activators, summarizers.

**Summative:** Final Travel Article, Reflection, Rubric, student feedback during critique.

**Homework:** 3 Ideation Sketches, Monument and Illustration style research, Inktober, Article Research.

**RESOURCES:** ATMOSPHERIC PERSPECTIVE PRESENTATION, COLOR.ADOBE.COM, PIXABAY AND GOOGLE IMAGES (STUDENTS' IMAGES), ADOBE ILLUSTRATOR, THE ART TEACHER'S BOOK OF LISTS BY HELEN D. HUME, COMPOSITION WORKSHEETS, DIGITAL COLOR WHEEL - COLOR.ADOBE.COM, COOLORS.CO. GOOGLE IMAGE GALLERY, GOOGLE ARTS & CULTURE, [THEMES IN APART](#), [PROJECT PLANNING GRAPHIC ORGANIZER](#), LEARNKEY HANDOUT & WORKBOOK, CLIENT BRIEF, RESEARCH ACTIVITY WORKSHEETS.

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1: art, design, business, show, file, save, move, link, redo, copy, move, me, you, draw, paint, layer, photo, write, plan, brush, cut, paste, text.

Tier 2: Scope, project, corporate, commercial, project, publication, accessibility, Sketches, specifications, orders, drafts, grid, combine, duplicate, scale, transform, rotate, outline, organize, scope, assign, demonstrate, pose, project management, copyright, analyze, define, anticipate, pattern, align, role, properties, sequence, highlight, symbolism, layout, balance, lock, article, permissions.

Tier 3: distribute, png., .jpg., .eps., design process, prototypes, iteration, file sharing, figure-ground, rule of composition, color palette, model release, client brief, photography, rule of thirds, color theory. type style, font, leading, tracking, camera raw, logo, pictogram, appropriation,

*blend mode, timeline, frame, clipping mask, value, graphic style, dithering, metadata, artboards, file handling, cloud collaboration, change orders, feedback loop, Atmospheric Perspective, selection tools, digital pencil/pen tools, value, tint, shade, composition, brush tools, gradient, adjustment layers, dingbat, InDesign.*

**Lesson Plan List** (numbered list with a brief description of each lesson)

1. Students learn how to use the pencil/pen tools from previous lessons and review client brief.\
2. Students seek out travel brochure examples and conduct a research activity looking for paragraph structure, compositional layout, appealing quotes, byline, headlines and other project criteria specifics.
3. Students review Atmospheric Perspective Presentation examples and Illustrator monument examples and decide which travel location to focus on. Students use research and ask questions and discuss key points regarding layering and color palette choices. Students view additional demo on layering.
4. Student develop illustration and then view demonstration on how to organize components needed using InDesign. Students take next two classes to pull travel information and text needed for commercial article.
5. In-process critiques focusing on unity, overall style, font characteristics and layout are analyzed and compared with evaluative criteria.
6. Additional layering is done to strengthen composition with peer informal critique throughout.
7. Final adjustments are made align negative space and unify article. Works are saved as .indd and then exported as .pdfs and submitted with rubric and reflection based on process. Final critique evaluates student feedback.

**Reflections on lessons as implemented:**

Choice based location that has not already been considered.  
 Connection between location chosen and student portfolio is needed.

**\*\*Schedule and take Adobe Certified Professional Exam in Illustrator.**

How do I become an effective visual communicator?

What is the importance of design in our society/what role does it play in my life?

What is the relationship between a computer generated artwork and the process of creating it?

What are some contemporary trends or issues that influence the media and design world today?

Why does presentation affect the way a viewer experiences and even understands a work of art?

**UNIT / THEME/GENRE : 17. BUSINESS UNIT & FINAL TIME REQUIRED: 2 WEEKS**

**PROJECT**

**I. REVIEW OF PHOTOSHOP INTERFACE, SYSTEMS AND SETTINGS**

**II. CLIENT BRIEF, ETHICS & INTERVIEW**

**IV. ILLUSTRATOR CERTIFICATION EXAM (OPTIONAL.)**

**INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):**

- Students will review art boards created and planning out design work and goals with a variety of tools and techniques, media interpretation and metaphor usage.
- Overview of compositional rules, image sourcing techniques, copyright vs. plagiarism, Photoshop navigation techniques
- Intro to Color Theory, developed use of Illustrator tools, Copyright law, raster vs. bitmap., layering, selection , style and brush techniques.

<b>ESSENTIAL QUESTION</b>	<b>KNOWLEDGE</b> <i>Students will know:</i>	<b>UNDERSTANDING</b> <i>Students will understand that:</i>	<b>TRANSFER SKILLS</b> <i>Students will be able to independently apply:</i>	<b>2019 MA STATE MEDIA ARTS CURRICULUM FRAMEWORK &amp; ACP CERTIFICATION</b>
<p>Who is an artist/designer and what skills do they possess?</p> <p>How do artists customize their process for effective workflows?</p> <p>How do artists use tools effectively?</p> <p>What are some contemporary trends and issues that influence how we use specific media protocols and processes?</p> <p>What new arts and design views have you developed during the semester?</p> <p>How do artists speak about their works?</p> <p>How do artists communicate with</p>	<p>How designers use software specifics to develop an organized workspace and workflow.</p> <p>How to navigate the Illustrator Interface, manipulate the variety of tools needed for exam and manipulate tools and layers to create specified outcomes.</p> <p>How to prepare project documents for final print, adjust settings and customize non-print elements such as grid lines, rules and guides.</p> <p>How to use appropriate page layout to prepare and complete documents and how to check for document issues in both screen and print production.</p> <p>How to combine works based on a variety of themes into a unified portfolio that speaks to students' strengths.</p> <p>How to analyze their work and client presentation and those of their peers.</p>	<p>Before beginning their work, students must have control over their document settings to ensure they can produce what their project brief requires.</p> <p>Students can revise their workspace to place the tools they use most often in view.</p> <p>Illustrator has specific benefits that relate to image creation, translation of text to image, flat and stylistic design variations and the iteration process.</p> <p>The design outcome and process are of equal value and just as valuable for others looking to see your thought process and problem-solving skills.</p> <p>Business acumen and key skills needs to be considered when drafting a resume and presenting at an interview.</p> <p>Copyright law applies to all business and independent business situations as well as contract work.</p>	<p>Organize, analyze process, critique and combine works to create a unified portfolio and artist statement from Semester II.</p> <p>Review and discuss the ethical implications of different kinds of design work and positions and how to charge for your work as a freelance designer.</p> <p>Complete design resume and conduct role playing interviews in partners.</p> <p>Setup the program interface settings that assist in an efficient and effective workflow, as well as how to package files for export.</p> <p>Complete a series of exercises that review the Illustrator Platform, tool knowledge and design workflow.</p> <p>Design a document using specified fonts, styles, brushes, margins, indents, swatches, shapes, paths and layering.</p> <p>Package a file to be used in web, print and other custom production.</p> <p>Define a variety of terms, techniques and tools specific to the Adobe</p>	<p>(P.MA.1)</p> <p>(P.MA.2)</p> <p>(P.MA.3)</p> <p>(P.MA.4)</p> <p>(P.MA.5)</p> <p>(P.MA.6)</p> <p>(P.MA.7)</p> <p>(P.MA.8)</p> <p>(P.MA.9)</p> <p>(P.MA.10)</p> <p>(P.MA.11)</p> <p>ACP</p> <p>Review of all key terms 1.1-5.2</p>

<p>others by including works in a portfolio?</p> <p>How does a portfolio showcase an artists' unique views and ideas?</p> <p>What are ethical implications that should be considered when working as a designer?</p> <p>How do designers achieve work/life balance?</p>	<p>How to use Google Sites or Adobe Portfolio to develop and refine portfolio to completion.</p> <p>About the safety concerns surrounding public web based platforms.</p> <p>The process of invoicing and pricing out their works.</p> <p>The consideration of personal and business ethics in producing work and accepting new employment.</p>	<p>Portfolios need to support clean craftsmanship and be peer reviewed and checked for grammar before being submitted/recorded and uploaded.</p> <p>Illustrator tools and techniques build upon one another so that advanced applications are only learned once basic manipulation techniques are understood.</p> <p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p> <p>All project assembly features can be revised once projects are complete.</p> <p>Portfolios can be assembled once the exam period is over.</p>	<p>Illustrator Certified Exam as well as this Capstone Course.</p> <p>Describe copyright law and release form protocol for use of imagery.</p> <p>Describe and outline the project management process and issues that can arise in this process.</p> <p>Share how the interpretation of their works varies based on media, audience, presentation and theme.</p>	
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**CEPA(S) (Curriculum Embedded Performance Assessments):** *Include information from assessment evidence and list/name any rubric or toolkit used*

**Formative:** Student notes, Adobe Certified Review of topics and tool demonstration, students contribution to discussions, LearnKey Exercises, peer feedback, Ethics & Sale of work activities.

**Summative:** Student Portfolio & Artist Statement, Student Resume, Client Brief, Resume Reflection, survey.

**Homework:** [Review ACP Objectives for Illustrator](#), Complete **Client Brief & Resume documents, LearnKey Packet**.

**RESOURCES:** **ACP OBJECTIVES FOR ILLUSTRATOR, INTERVIEW REFLECTION SHEET, PROJECT BRIEF PLANNING WORKSHEET, GOOGLE SLIDES PRESENTATION, GOOGLE SITES, THEMES IN AP ART, LEARNKEY PACKET, ARTIST STATEMENT WORKSHEET, GMETRIX REVIEW AND PRACTICE EXAM.**

Review key terms: <https://lthscomputerart.weebly.com/uploads/9/8/2/3/9823286/01introtodigitalart-ca2012-13.pdf>

**VOCABULARY BY TIER: (CCSS AND WIDA)**

*Tier 1: art, design, business, show, file, save, move, link, redo, paste, copy, move, me, you, draw, paint, layer, photo, write, plan, brush*



Tier 2: Scope, project, corporate, commercial, project, publication, accessibility, Sketches, specifications, orders, drafts, grid, combine, duplicate, scale, transform, rotate, outline, organize, scope, assign, demonstrate, pose, project management, copyright, analyze, define, anticipate, pattern, align, role, properties, client brief, portfolio, ethics, interview.

Tier 3: distribute, png., .jpg., design process, prototypes, iteration, file sharing, figure-ground, rule of composition, color palette, model release, client brief, photography, rule of thirds, color theory. type style, font, leading, tracking, camera raw, logo, pictogram, appropriation, blend mode, timeline, frame, clipping mask, artist statement.

**Lesson Plan List** (numbered list with a brief description of each lesson)

1. Students will complete their Google Sites/Adobe Portfolio adding in the Illustrator works from Semester II and additional artist statement.
2. Peer feedback is given as students complete portfolios. Additional 2 points are added for any students looking to share their works through recorded video.
3. Students will be asked to open a new document and set file type and dimensions. They will be asked to save their document as a template and then navigate through the Photoshop interface using different controls.
4. Students will be given prompts to open and access a variety of panels for different tasks that deal with panel preferences and customization. Students will be asked to review a series of tasks to demonstrate their knowledge with peer support they will complete tasks.
5. Lesson on pricing out and invoicing works and reviewing ethical implications in relation to design requests and employment opportunities as supportive work habits for a lasting career.
6. Client Planning Project and Lesson Brief. Students will complete the project outline based on a new lesson brief given by the instructor or a brief of choice experienced throughout the year and use the outline to define their project planning managerial duties and skill set.
7. Students will work on developing their resume and discussing key ideas and outcomes.
8. Lesson on interview preparation. With two other partners, students will role play potential interview scenarios and then reflect on the perceived outcome and discuss with peers and teacher. Each student will identify skills they should continue to develop for a successful interview.
9. Students will review LearnKey activity worksheets and **ACP Exam Objectives in preparation for their exams.**

**Reflections on lessons as implemented:**

Resources need updating every 3 years.