

WGSD Curriculum
Business Department

Course: Digital Art

Grade Level: 9-12

LG 1 Create – Elements and Principles

High Priority Standards	
NCCAS Standards 2014 Artistic Process - Creating Anchor Standard: Initiate making works of art and design by experimenting, imagining and identifying content.	
Learning Goal	Proficiency Scale
Students will be able to demonstrate the elements and principles of art through digital media.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Applying advanced elements of line, color, texture, shape and the principle of repetition to digital artwork.• Creating art that illustrates design concepts with digital art tools. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: media, pencil, paint, compare, contrast, reflect, digital, tablet, print and software.• Performing processes such as:<ul style="list-style-type: none">○ Applying an element or principle of design in an art work.○ Communicating an idea with an art work. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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LG 2 Blender Software

High Priority Standards

NCCAS Standards 2014

Artistic Process - Creating

Anchor Standard: Initiate making works of art and design by experimenting, imagining and identifying content.

NBEA Standards

Information Technology

VI. Interactive Media

Achievement Standard: Use multimedia software to create media rich projects.

Learning Goal	Proficiency Scale
Students will be able to produce 3-dimensional and animated art work.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Creating art works using digital tools.• Comparing and contrasting traditional and digital art work.• Generating original animations.• Creating 3-dimensional works. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: traditional art,

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	<p>3-dimensional, animation, storyboard, flip book, frame, extrude, surface, lighting, camera, grid, motion, story, illustration, game, Blender Software.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">• Producing artwork that <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use the Blender software program to produce digital artwork.	

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LG 3 Adobe Illustrator

High Priority Standards

NCCAS Standards 2014

Artistic Process - Creating

Anchor Standard: Initiate making works of art and design by experimenting, imagining and identifying content.

NBEA Standards

VI. Interactive Media

Achievement Standard: Use multimedia software to create media rich projects.

Learning Goal	Proficiency Scale
Students will be able to produce custom graphics.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Modifying graphic objects for compositions.• Generating original graphics.• Identifying contrast and how it impacts a viewer's ability to identify a graphic's components.• Modifying graphics components for visibility purposes.• Manipulating and modifying layered artwork.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: anchor point, baseline, dialog box, gradient, kerning, layer, mask, offset path, pathfinder, scratch area, shear, tool, tracking, vector graphic.• Performing processes such as:<ul style="list-style-type: none">• Describing the use of each illustration tool.• Identifying object layering.• Drawing a simple graphic. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use Adobe Illustrator to create custom graphics.	
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• Adobe Illustrator Unit 1: Getting Started with Illustrator (tools and functions)• Adobe Illustrator Unit 2: Creating Text and Gradients (license plate and logo creation)• Adobe Illustrator Unit 3: Drawing and Composing an Illustration (fictional characters design and development)• Adobe Illustrator Unit 4: Transforming and Distorting Objects (abstract art)• Adobe Illustrator Unit 5: Working with Layers (interior room design)	

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LG 4 Adobe Photoshop

High Priority Standards

NCCAS Standards 2014

Artistic Process - Creating

Anchor Standard: Initiate making works of art and design by experimenting, imagining and identifying content.

NBEA Standards

VI. Interactive Media

Achievement Standard: Use multimedia software to create media rich projects.

Learning Goal	Proficiency Scale
Students will be able to edit and compose digital images.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Perfecting a digital photograph or graphic in terms of contrast and color.• Using the layers feature to blend images or remove background features.• Generating images with transparent backgrounds. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: background layer, baseline, CMYK, color range, composition, copyright, crop, drop shadow, effect, fastening points, filter, flatten, font, gradient, greyscale, kern, layer, marquee, mask, menu bar, opacity, panel, picker, RGB, selections, swatch, toolbox, tracking, transparency, vignette,

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	<p>workspace.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">• Describing copyright laws relevant to digital media.• Modeling layer selection techniques.• Summarizing the functionality of various tools in the toolbox.• Demonstrating the process of selecting components within layers.• Identifying Photoshop filters and effects.• Producing text and identifying various font and text properties.• Applying filters to image layers.• Identifying reasons for cropping an image.• Defining values in relation to color. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use Adobe Photoshop software to edit digital images.	

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Learning Design

- Celebrity selection project.
- Filter project on numerous objects.
- Bloat/Pucker/Warp filters on people and backgrounds.
- Creating clipping masks using various words and graphics.
- Transforming text using effects, masks, and shapes.

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LG 8 Responding - criticism

High Priority Standards

NCCAS Standards 2014

Artistic Process – Responding

Anchor Standard: Experience, analyze and interpret art and other aspects of the visual world.

Learning Goal	Proficiency Scale
Students will be able to observe, interpret, and evaluate art.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• Constructing aesthetic arguments to support art critiques.• Evaluating other artists’ work using the elements of art and principles of design.• Evaluating personal art works using the elements of art and principles of design. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: aesthetics, art criticism, validity, purpose, quality, response.• Performing processes such as:<ul style="list-style-type: none">○ Commenting on personal art using descriptive terms.○ Commenting on other artists’ work using descriptive terms.

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	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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LG 5 Create – Color Theory

High Priority Standards

NCCAS Standards 2014

Artistic Process - Creating

Anchor Standard: Initiate making works of art and design by experimenting, imagining and identifying content.

Learning Goal

Students will understand color theory and the color wheel as an element of digital design

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Applying color theory to personal experiences and digital art works.
- Applying knowledge of software tools and graphics properties to mix, tone, and apply color to images.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: hue, value, intensity, warm, cool, neutral, monochromatic, screen settings, digital color tools.
- Performing processes such as:
 - Identifying complementary, split-complementary, double-split complements, and analogous colors.
 - Defining colors in relation to value on a digital screen.

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	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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LG 6 Present - Portfolio

High Priority Standards	
NCCAS Standards 2014 - DRAWING & PAINTING Artistic Process – Presenting Anchor Standard: Select and analyze their artwork and the work of others when deciding what artwork to present.	
Learning Goal	Proficiency Scale
Students will be able to select and refine artistic works for presentation.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Choosing items for a portfolio using the concepts of quality, quantity, selection and discrimination.• Presenting a portfolio that illustrates the student’s sense of style and depth of knowledge.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: portfolio, quality, quantity, selection and discrimination.• Performing processes such as:<ul style="list-style-type: none">○ Choosing items for a portfolio.○ Displaying items that show the accomplished work. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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LG 7 Create – Reproduction Techniques

High Priority Standards

NCCAS Standards 2014

Artistic Process - Creating

Anchor Standard: Initiate making works of art and design by experimenting, imagining and identifying content.

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Learning Goal	Proficiency Scale
Students will be able to reproduce an image using digital tools	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• Translating a drawing or design into a digital image.• Applying scale selections to change dimensions of an image. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: scale, rotate, selection tools, translate, scan, enlarge.• Performing processes such as:<ul style="list-style-type: none">○ Identifying digital tools used to transfer images to a digital environment. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

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LG 8 Commercial Design

High Priority Standards

NCCAS Standards 2014 -

Artistic Process - Create

Anchor Standard: Generate and conceptualize artistic ideas and work.

Learning Goal

Students will be able to create a commercial graphic design using digital tools.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Exploring a variety of styles of commercial art.

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	<ul style="list-style-type: none">• Constructing digital art inspired by current commercial art examples. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: commercial design, graphic art, illustration.• Performing processes such as:<ul style="list-style-type: none">○ Identifying styles of graphic and commercial art.○ Identifying methods of creating commercial art. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Create an artwork using materials available to cavemen such as charcoal and stone.• Create an artwork using Cubist techniques.• Create an Impressionist or Abstract painting.• Create a Conceptual or Minimal artwork or performance.	

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LG 9 History

High Priority Standards

NCCAS Standards 2014 -

Artistic Process - Create

Anchor Standard: Generate and conceptualize artistic ideas and work.

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Learning Goal	Proficiency Scale
<p style="text-align: center;">Students will be able to individually and collaboratively formulate new creative problems based on historical and contemporary artwork.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Exploring art throughout history using authentic methods and styles. • Constructing digital art inspired by historical and contemporary works. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: charcoal, cubist, impressionist, abstract, conceptual, minimal. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying historical art methods and styles. ○ Identifying contemporary art methods and styles. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p>Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none"> • Create an artwork using materials available to cavemen such as charcoal and stone. • Create an artwork using Cubist techniques. • Create an Impressionist or Abstract painting. • Create a Conceptual or Minimal artwork or performance. 	