

**Resources: Color Wheel, Slides, Student examples.**

CV Guarantee  
(Digital Media)

**Big Idea- Students Know the basic functions of a digital Art/Character Creation (Using two programs to create different characters that can be animated. )**

<p><b>Standard:</b> A2.1 Manipulation of a Digital Image  A2.7 Create Original Works of Art</p>	<p><b>Timeline: 3 weeks</b></p>
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<p><b>Key Vocabulary:</b> layers, cut tool, brush and eraser tools, , JPEG, center points, free transform, PSD,</p>	<p><b>Vocabulary Activities:</b> Class discussion, and group/individual projects, lecture and demonstration</p>
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Knowledge	Reasoning	Performance Skills	Product Examples
<p>I know how to make shapes in Photoshop and Illustrator, I also know how to edit them</p> <p>I know how to cut images or parts of images from one source and put on another</p> <p>I can create a figure or character from multiple different sources.</p>	<p>I can evaluate the strengths and weaknesses of different character designs.</p> <p>I can compare and contrast different Character designs and use the different related vocabulary</p>	<p>I can communicate how I created my character and which sources the pieces came from.</p>	<p>I can create a different character with parts that are able to be animated</p> <p>I can convert color images to black and white.</p> <p>I can save projects for print, web, or to be worked on later.</p> <p>I can create a file with multiple editable layers</p>

**Resources: Digital programs, videos, slides, demonstrations**

**CV Guarantee**

<b>Big Idea: Students will know how to create a digital portfolio.</b>			
<b>Standard A5.6-</b> Prepare portfolios of original art created for a variety of purposes and commercial applications.		<b>Timeline: 2 weeks</b>	
<b>Key Vocabulary: Portfolio, diversity, tear-sheet, depth,</b>		<b>Vocabulary Activities: Lecture.</b>	
<b>Knowledge</b>	<b>Reasoning</b>	<b>Performance Skills</b>	<b>Product Examples</b>

<p>I can describe the elements of a good portfolio.</p> <p>I can open up my files and place them into a 'tear-sheet' portfolio.</p> <p>I can use principles of design to create an aesthetically pleasing portfolio.</p> <p>I can apply borders to my portfolio.</p> <p>I can apply text and readable contact information to my portfolio.</p> <p>I can use appropriate size and resolution for printing and for web.</p>	<p>I can evaluate how effective my portfolio is compared to other portfolios</p> <p>I can evaluate the strengths and weaknesses of different portfolios</p>	<p>I can collect images from my work that create a diverse and interesting portfolio.</p>	<p>Design a portfolio Display my portfolio on various devices.</p> <p>My portfolio is a representation of a variety of my work and showcases different styles.</p>
<p><b>Resources:</b></p> <p><b>Photoshop, previous files, examples</b></p>			

### CV Guarantee

<p><b>Big Idea: Students will be able to look at various digital art and illustration and discuss the social, political, and economic themes in them.</b></p>	
<p><b>Standard A3.3</b> Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.</p>	<p><b>Timeline: 2 weeks</b></p>

<b>Key Vocabulary:</b> diversity, design, aesthetic, balance, context,		<b>Vocabulary Activities:</b> Lecture, slides,	
<b>Knowledge</b>	<b>Reasoning</b>	<b>Performance Skills</b>	<b>Product Examples</b>
I know the meanings behind different works of art and the way the artist uses various techniques to get his/her view across.	<p>I can evaluate how an effective artist's message is compared to other artists with similar and different view points.</p> <p>I can evaluate the strengths and weaknesses of different artists' work.</p>	I can collect images from online resources that demonstrate different key concepts.	<p>Write a comparative essay that highlights different works of art.</p> <p>I can discuss what elements of art are present in my own work and the work of others in a visual way.</p>
<b>Resources:</b> <b>Online resources and slides</b>			

### CV Guarantee

<b>Big Idea: Students will be able to use industry related vocabulary to analyze digital media.</b>	
<b>Standard A1.1</b> View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.	<b>Timeline: 2 weeks</b>
<b>Key Vocabulary:</b> texture, balance, color, tone, shape, leading lines, juxtaposition	<b>Vocabulary Activities:</b> Lecture, slides,

Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can use industry related vocabulary to discuss works of art and design.</p>	<p>I can infer meaning from looking at various works of art and design.</p> <p>I can analyze works of art using the vocabulary we have learned in class.</p>	<p>I can speak about my work and the work of others utilizing key terms from class.</p> <p>I can collect examples of work that demonstrate knowledge of key terms.</p>	<p>I can create original works of art to demonstrate any of the key terms learned in class.</p> <p>I can make a visual example of all or one of the key terms.</p>

**Resources:**

Slides that demonstrate each concept or key term

**CV Guarantee- Digital Media**

<p><b>Big Idea: Use digital media tools and problem solving skills to create a self-reflective portrait.</b></p>			
<p><b>Standard:</b></p> <p>A2.2 Demonstrate Skill in the manipulation of digital imagery in an industry-relevant application</p> <p>A7.2 Use Language in natural, fresh and vivid ways to establish a specific tone.</p>		<p><b>Timeline:</b></p> <p>2-3 weeks</p> <p>Quarter 4</p>	
<p><b>Key Vocabulary:</b></p> <p>Self-portrait, tone, mood, perspective, vivid, purpose, impression, aperture (review) shutter speed (review) ISO (review)</p>		<p><b>Vocabulary Activities:</b></p> <p>Looking at slides of self-portraits  Revisiting camera settings  Problem solving to find the most effective tutorials to include in the portrait.</p>	
<p><b>Knowledge</b></p>	<p><b>Reasoning</b></p>	<p><b>Performance Skills</b></p>	<p><b>Product Examples</b></p>

<p>I can explain what a self-portrait is</p> <p>I can describe what elements make a good self-portrait</p> <p>I can recall the camera settings I will need to make this project</p> <p>I can define the key terms in this activity.</p>	<p>I can compare this project to my earlier projects and find areas of growth.</p> <p>I can evaluate my project based on the given rubric.</p>	<p>I can collect all the required materials I will need to complete my project from online sources, scanned sources, or photographs I take.</p>	<p>I can design a self-portrait that reflects all the aspects of my personality.</p> <p>I can digitally represent myself and my persona.</p> <p>I can write a step by step procedure, if asked, on how I made my project.</p>
<p><b>Resources:</b> Various videos, and Slides from online sources.</p>			

### CV Guarantee- Product and Logo Design

<p><b>Big Idea: Students will be able to design original logos and market products in unique and original ways using digital tools and artistic elements.</b></p>			
<p><b>Standard:</b></p> <p>A5.1 Compare and contrast the ways in which different media cover the same commercial content</p> <p>A5.5 Create a commercial artistic product that communicates a cross-cultural or universal theme</p> <p>A4.4 Analyze the relationship between the artist, artistic product and audience in both existing and self generated projects.</p> <p>A4.6 Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.</p>		<p><b>Timeline:</b></p> <p>Quarter 3-4</p> <p>4-5 weeks</p>	
<p><b>Key Vocabulary:</b></p> <p>Design, logo, purpose, marketing, color scheme, monochrome, analogous, complimentary, mood, line, form, text, graphics, texture, product placement, aesthetic,</p>		<p><b>Vocabulary Activities:</b></p> <p>Slide, demonstrations, lecture,</p>	
<p><b>Knowledge</b></p>	<p><b>Reasoning</b></p>	<p><b>Performance Skills</b></p>	<p><b>Product Examples</b></p>

<p>I can explain what makes an aesthetically pleasing ad campaign.</p> <p>I can define the key terms in this assignment.</p> <p>I understand how color plays a part in creating mood</p>	<p>I can compare different marketing campaigns and analyze their effectiveness.</p>	<p>I can operate Photoshop and other needed computer applications to create a project.</p> <p>I can speak about my projects using the key terms</p>	<p>I can create a logo for a company.</p> <p>I can design graphics and products for different types of companies.</p> <p>I can write explanations on the choices I made for my artistic decisions and why I think they work. I can display my products in an aesthetically pleasing manner.</p>
<p><b>Resources:</b> Various advertising campaigns, slides, and previous logos.</p>			

### CV Guarantee 8- Purpose and Meaning

<p><b>Big Idea: Students will begin to be able to see meaning and purpose in various forms of art and design</b></p>	
<p><b>Standard:</b></p> <p>A5.3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to society and industry.</p> <p>A4.5 Analyze and Articulate how society influences the interpretation and effectiveness of an artistic product.</p>	<p><b>Timeline:</b></p> <p>Quarter 3-4</p> <p>Duration 1-2 weeks</p>

<b>Key Vocabulary:</b> Deconstruct, Analyze, Articulate, Aesthetic, Color Theory, Symbolism, demographic, Pathos, Logos, Ethos.		<b>Vocabulary Activities:</b> List Activities	
<b>Knowledge</b>	<b>Reasoning</b>	<b>Performance Skills</b>	<b>Product Examples</b>
I can explain different ways advertising tries to sell products.  I can look at an add and identify if it is pathos, ethos, or logos	I can compare different advertising campaigns based on their demographics and purpose of the campaign.	I can collect examples of each form of advertisement and speak to the method the company is using to persuade potential clients.	I can create print advertisements that appeal to specific demographics.
<b>Resources:</b> Youtube psychology of colors video Readwritethink- persuasive techniques in advertising PBS The Effect of color Various slides, and examples online			

**CV Guarantee**

<b>Big Idea: Students will use current digital technology to create stories, develop characters, and resolve conflict and tension</b>			
<b>Standard:</b> CTE A2.6 Create an artistic product that involves effective use of the elements of art and the principles of design. CTE A7.5		<b>Timeline: 10-12 weeks</b>	
<b>Key Vocabulary: Audience, Character action and interaction, conflict/tension, style, conclusion</b>		<b>Vocabulary Activities: Class discussion, and Storyboarding,</b>	
<b>Knowledge</b>	<b>Reasoning</b>	<b>Performance Skills</b>	<b>Product Examples</b>



<p>I can describe the Elements of an effective story.</p> <p>I can use animation software to create characters</p> <p>I can use good storytelling techniques to create an interesting cartoon/animation</p> <p>I can add music and sounds to an animation that helps emphasize the aspects of the story (climax, resolution, tension, etc)</p>	<p>I can compare And contrast what makes some animations more effective stories than others</p> <p>I can evaluate the strengths and weaknesses of different animations</p>	<p>I can speak about the way I made my animation and the purpose of my scenes</p>	<p>I can design a cartoon that tells a story, presents, and resolves a conflict.</p> <p>I can export my animation in a variety of formats to show to peers</p>
<p><b>Resources: Animation software, student and youtube examples, microphones or audio recording software.</b></p>			

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