

**EAST ISLIP SCHOOL DISTRICT**  
**ART DEPARTMENT'S SECONDARY CURRICULUM CONSENSUS MAP**  
**High School: Electronic Illustration**

**Electronic Illustration**  
**Quarter 1**

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
Introduction to Photoshop <ul style="list-style-type: none"> <li>• Use of various tools: selection, tool palettes, creation tools, modifiers</li> <li>• Photo Manipulation               <ul style="list-style-type: none"> <li>○ Retouch</li> <li>○ Restore</li> <li>○ Color Correction</li> <li>○ Collage</li> </ul> </li> <li>• Drawing Techniques               <ul style="list-style-type: none"> <li>○ Use of tablets, scanner and brushes</li> </ul> </li> <li>• Use of tools for outputting work               <ul style="list-style-type: none"> <li>○ Scanning</li> <li>○ Printing</li> <li>○ Resizing</li> <li>○ Resolution</li> </ul> </li> <li>• Elements of Art and Principles of Design</li> </ul>	<ul style="list-style-type: none"> <li>• How can we determine if a design is successful?</li> <li>• How do images influence our views of the world?</li> <li>• How does learning about art impact how we perceive the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Use and Master Adobe Photoshop Software</li> <li>• Explore Implementation of the development of ideas</li> <li>• Develop Various methods of using and manipulating digital images</li> <li>• Demonstrate skill in using the drawing, development and manipulation tools of the software</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Connections  <b>CCSS.ELA-LITERACY.RI.9-10.4</b>-determining meaning of words in informational text  <b>CCSS.ELA-LITERACY.RI.9-10.7</b>-analyze various accounts of subject told in different mediums</li> <li>• Photography               <ul style="list-style-type: none"> <li>○ Photo Restoration</li> <li>○ Photo Manipulation</li> </ul> </li> <li>• Production               <ul style="list-style-type: none"> <li>○ Career training</li> <li>○ Package designs</li> </ul> </li> <li>• Advertising               <ul style="list-style-type: none"> <li>○ Logo Design</li> <li>○ Print Media</li> <li>○ Media Literacy</li> </ul> </li> </ul>	Pair/Share Blogging 3.2.1. Closure Word Sort Rubrics Self Assessment Portfolio Presentation <ul style="list-style-type: none"> <li>• Critiques</li> </ul>	PBS.org Reference books, reproductions, Internet, video, and museums  <i>Foundations of Graphics Design</i> by Kevin Gatta, Gusty Lange and Marilyn Lyons  <ul style="list-style-type: none"> <li>• <i>How to Design Trade Marks and Logos</i> by John Murphy and Michael Rowe</li> </ul>



**EAST ISLIP SCHOOL DISTRICT**  
**ART DEPARTMENT'S SECONDARY CURRICULUM CONSENSUS MAP**  
**High School: Electronic Illustration**

**Electronic Illustration**  
**Quarter 2**

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
<ul style="list-style-type: none"> <li>• Vector Portrait               <ul style="list-style-type: none"> <li>○ Composition</li> <li>○ Selection Tools</li> <li>○ Pen Tool</li> </ul> </li> <li>• Product Design               <ul style="list-style-type: none"> <li>○ 3D rendering</li> <li>○ Value</li> </ul> </li> <li>• Drawing Techniques               <ul style="list-style-type: none"> <li>○ Mesh</li> <li>○ Blend</li> <li>○ Warp</li> <li>○ Text</li> <li>○ Bevel</li> </ul> </li> <li>• Elements of Art and Principles of Design</li> </ul>	<ul style="list-style-type: none"> <li>• How can the viewer “read” a work of art?</li> <li>• How do artists learn from trial and error?               <ul style="list-style-type: none"> <li>• What factors prevent or encourage people to take creative risks?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Know the vocabulary and concepts associated with various types of artwork</li> <li>• Use and Master Adobe Illustrator Software               <ul style="list-style-type: none"> <li>• Demonstrate skill in using the drawing, development and manipulation of the software</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Connections <b>CCSS.ELA-LITERACY.RI.9-10.4-</b> analyze the cumulative impact of specific word (elements and principles) choices on meaning and tone               <ul style="list-style-type: none"> <li>• Animation</li> <li>• Package Design</li> <li>• Career Applications                   <ul style="list-style-type: none"> <li>• Sociology</li> </ul> </li> </ul> </li> </ul>	Pair/Share Blogging 3.2.1. Closure Word Sort Rubrics Self Assessment Portfolio Presentation <ul style="list-style-type: none"> <li>• Critiques</li> </ul>	Reference books, reproductions, Internet, video, and museums <ul style="list-style-type: none"> <li>• <i>The Design Concept</i> By Allen Hurlburt</li> </ul>



**EAST ISLIP SCHOOL DISTRICT**  
**ART DEPARTMENT'S SECONDARY CURRICULUM CONSENSUS MAP**  
**High School: Electronic Illustration**

**Electronic Illustration**  
**Quarter 3**

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
<ul style="list-style-type: none"> <li>• Digital Painting               <ul style="list-style-type: none"> <li>○ Creating brushes</li> </ul> </li> <li>• Typography</li> <li>• Connection to Artists               <ul style="list-style-type: none"> <li>○ Research artist as inspiration</li> </ul> </li> <li>• Critiques</li> </ul>	<ul style="list-style-type: none"> <li>• How do artists and designers determine what resources and criteria are needed to formulate artistic investigations?</li> <li>• What conditions, attitudes and behaviors support creativity and innovative thinking?</li> <li>• How is personal preference different from evaluation?</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of color theory through application</li> <li>• Ability to communicate self expression</li> <li>• Examine art resources, historical and contemporary</li> <li>• Asses, evaluate and/or discuss artistic creations and those of others.</li> <li>• Communicate in various oral and written formats</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Connections  <b>CCSS.ELA-LITERACY.RI.9-10.6-</b> Determine an author's (artists) point of view or purpose in a text and analyze how an author uses elements and principles to advance that point of view or purpose.</li> <li>• Graphic Arts History</li> <li>• Real World Applications</li> <li>• Career Readiness/skills</li> </ul>	Pair/Share Blogging 3.2.1. Closure Word Sort Rubrics Self Assessment Portfolio Presentation <ul style="list-style-type: none"> <li>• Critiques</li> </ul>	Museum of Modern Art Reference books, reproductions, Internet, video, and museums  <i>The Poster</i> (Abrams, NY) <ul style="list-style-type: none"> <li>• <i>Creative Typography</i> (North Light Books)</li> </ul>



**EAST ISLIP SCHOOL DISTRICT**  
**ART DEPARTMENT'S SECONDARY CURRICULUM CONSENSUS MAP**  
**High School: Electronic Illustration**

**Electronic Illustration**  
**Quarter 4**

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
<ul style="list-style-type: none"> <li>• Introduction to Adobe Flash               <ul style="list-style-type: none"> <li>○ Framing</li> <li>○ Drawing techniques</li> <li>○ Adding motion</li> <li>○ Tweening</li> <li>○ Frame by frame</li> </ul> </li> <li>• Final Portfolio               <ul style="list-style-type: none"> <li>○ Gather and assess yearly artwork</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• How do life experiences influence the way you relate to art?</li> <li>• How does learning about art impact how we perceive the world?               <ul style="list-style-type: none"> <li>• What responsibilities come with the freedom to create?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explore and manipulate the diverse qualities and applications of digital software in an imaginative way</li> <li>• Understand the range of vocations in the visual field               <ul style="list-style-type: none"> <li>• Recognize and discuss the relationship between art and other disciplines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Connections  <b>CCSS.ELA-LITERACY.WHST.9-10.7-</b> Conduct short research projects to answer a question or solve a problem</li> <li>• Career Applications               <ul style="list-style-type: none"> <li>○ The Art Career Project</li> </ul> </li> </ul>	Pair/Share Blogging 3.2.1. Closure Word Sort Rubrics Self Assessment Portfolio Presentation <ul style="list-style-type: none"> <li>• Critiques</li> </ul>	Reference books, reproductions, Internet, video, and museums <ul style="list-style-type: none"> <li>• The Art Career Project (www.theartcareerproject.com)</li> </ul>



**EAST ISLIP SCHOOL DISTRICT**  
**ART DEPARTMENT'S SECONDARY CURRICULUM CONSENSUS MAP**  
**High School: Electronic Illustration**

**Common Core Learning Standards Integrated/Fine Arts**

<b>Electronic Illustration</b>	<b>RL9-10.2/11-12.2</b>	<p>-Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>-Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
	<b>RL9-10.3/11-12.3</b>	<p>-Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
	<b>RL9-10.4/11-12.4</b>	<p>-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>
	<b>RL9-10.5/11-12.5</b>	<p>-Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>-Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>
	<b>RL9-10.9</b>	<p>-Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>



**EAST ISLIP SCHOOL DISTRICT**  
**ART DEPARTMENT'S SECONDARY CURRICULUM CONSENSUS MAP**  
**High School: Electronic Illustration**

**Common Core Learning Standards Integrated/Fine Arts**

**Electronic  
Illustration**

**SL9-10.1/11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- CCSS.ELA-LITERACY.SL.9-10.1.A  
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.SL.9-10.1.B  
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- CCSS.ELA-LITERACY.SL.9-10.1.C  
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-LITERACY.SL.9-10.1.D  
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**SL10-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- CCSS.ELA-LITERACY.SL.11-12.1.A  
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.SL.11-12.1.B  
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- CCSS.ELA-LITERACY.SL.11-12.1.C  
Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- CCSS.ELA-LITERACY.SL.11-12.1.D  
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.



**EAST ISLIP SCHOOL DISTRICT**  
**ART DEPARTMENT'S SECONDARY CURRICULUM CONSENSUS MAP**  
**High School: Electronic Illustration**

**Common Core Learning Standards Integrated/Fine Arts**

<b>Electronic Illustration</b>	<b>SL9-10.2/11-12.2</b>	-Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. -Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	<b>SL9-10.3/11-12.3</b>	-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. -Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	<b>SL9-10.5/11-12.5</b>	-Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. -Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

