

DIGITAL DESIGN I / DESIGN LAB ECE CURRICULUM

 The logo for UConn Digital Media & Design features the word "UConn" in a large, bold, white sans-serif font. Below it, the words "DIGITAL MEDIA & DESIGN" are written in a smaller, white, all-caps sans-serif font. The entire logo is set against a dark blue square background with a thin yellow border.	 The logo for Region 14 School District is a circular emblem. The top arc contains the text "REGION 14 SCHOOL DISTRICT" in blue. The bottom arc contains the text "VISION OF A LEARNER" in blue. The center of the logo features a stylized blue graduation cap with three yellow rays emanating from it. Below the cap is an open book with two red figures, one on each page, appearing to be reading or writing.
Grade Level(s): 9-12	Curriculum Author(s): Riggi
<p>This course is open to all students who have an interest in graphic design, and want to work with professional visual arts technology. Digital imaging, page layout, brand identity, and typography will be covered. Students will use software from Adobe Creative Cloud, including Photoshop, Illustrator, and InDesign, as well as basic workflow and file management. They will develop and utilize vocabulary and think critically about design and design software basics. Students will also research topics related to visual communications. Students will be required to exercise effort outside of class time to finish projects as needed. The goal of this course is to develop strong visual problem solving skills that can be used in various careers. The course relies on peer collaboration and group critiquing. Credit Type: Humanities/STEM, 1 credit (4 ECE Credits)</p>	

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner “I Can” Statements
Black Square Project	How does learning about art impact how we perceive the world?	Learning about art expands our ability to observe, interpret, and appreciate the world, fostering a deeper understanding of diverse perspectives, cultures, and emotions. It enhances our perception by encouraging us to see beauty, meaning, and complexity in everyday experiences.	TCC1(9-12) & TCC3(9-12)
Art Criticism & Critique	What can we learn from our responses to art?	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	TI3(9-12) & AA4(9-12)
Copyright & Fair Use	How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?	Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	TI2(9-12)
Color Theory	What factors prevent or encourage people to take creative risks?	Creativity and innovative thinking are essential life skills that can be developed.	TCC1(9-12) & TCC4(9-12)
Illustrator	How do artists and designers determine goals for designing or	Through art-making, people make meaning by investigating and	TCC3(9-12), TCC4(9-12), CCE3(9-12), AA1(9-12)



	redesigning objects, places, or systems?	developing awareness of perceptions, knowledge, and experiences.	
Photoshop	How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?	Knowing the contexts, histories, and traditions of art forms helps us create works of art and design by providing a foundation of knowledge, inspiring creativity, and informing meaningful choices in style, technique, and expression.	TI2(9-12) & P2(9-12)
Web Design Portfolio	What criteria, methods, and processes are used to select work for preservation or presentation?	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it	TCC4(9-12) & CCE3(9-12)

Unit 1 - Black Square Project

Create a composition of black squares where 5 or more verbs are defined by how the squares are arranged.

Established Goals:

VA:Cr1.2.1a: Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

VA:Cr2.3.11a: Redesign an object, system, place, or design in response to contemporary issues.

VA:Re.7.1.1a: Hypothesize ways in which art influences perception and understanding of human experiences.

VA:Re.7.2.1a: Analyze how one's understanding of the world is affected by experiencing visual imagery.

Vision of A Learner Attributes:

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

Understandings: Students will understand that...

- Collaboration expands the creative process by integrating diverse perspectives, skills, and ideas, leading to more innovative and dynamic outcomes than individual effort alone.
- Life experiences shape the way individuals perceive and relate to art, influencing their emotional responses, interpretations, and connections to the artist's message.
- Learning about art expands our ability to observe, interpret, and appreciate the world, fostering a deeper understanding of diverse perspectives, cultures, and emotions. It enhances our perception by encouraging us to see beauty, meaning, and complexity in everyday experiences.
- Creativity and innovative thinking are essential life skills that can be developed through art.

Essential Questions:

- How does collaboration expand the creative process?
- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?

Students will know...

- Will know that artistic ideas and works provide a deeper understanding of societal, cultural, and historical contexts.
- The image is universal and can be used among diverse languages.

Students will be able to...

- Interpret intent and meaning in artistic work.
- Perceive and analyze artistic work
- Refine and complete artistic work.
- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.

	<ul style="list-style-type: none"> Select, analyze, and interpret artistic work for presentation.
Key Vocabulary: black square, pen tool, define, emote, arrange, align, repeat, emphasis, change, minimalistic, verbs	
Assessment Evidence	
Performance Tasks: Black Square Project: Create a composition of black squares where 5 or more verbs are defined by how the squares are arranged.	Other Evidence: Presenting black square composition to the class
Learning Plan	
Students can convey a word using black squares to communicate. TCC1 Students can find more than one solution to a design problem. TCC3	
Teacher Resources: Teacher created resources	

Unit 2 - Art Criticism & Critique

Review the steps of art criticism to analyze and critique a work of art.

Established Goals:

VA:Re.7.1.IIa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

VA:Re.7.2.IIa: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

VA:Pr4.1.IIIa: Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Vision of A Learner Attributes:

TI3(9-12): I can formulate and investigate probing questions to further my learning.

AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that...

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Artworks are cared for by conservators, curators, and institutions who use specialized techniques to preserve and protect them, ensuring their longevity and continued cultural significance for future generations.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- People value objects, artifacts, and artworks because they represent cultural, historical, or personal significance. Selecting them for presentation allows individuals and societies to preserve and communicate identity, heritage, and values.

Essential Questions:

- What can we learn from our responses to art?
- How are artworks cared for and by whom?
- What criteria, methods, and processes are used to select work for preservation or presentation?
- Why do people value objects, artifacts, and artworks, and select them for presentation?

Students will know... <ul style="list-style-type: none"> • The elements that go into perceiving and analyzing artistic work • How to develop and refine artistic techniques and work for presentation. 	Students will be able to... <ul style="list-style-type: none"> • Follow 4 steps of art criticism to analyze and interpret a composition. • Convey meaning through the presentation of artistic work. • Interpret intent and meaning in artistic work.
Key Vocabulary: Aesthetic, composition, content, style, context, representation, analysis, interpretation, composition, medium, narrative, intention, response, expression, symbolism, critique, harmony, judgment	
Assessment Evidence	
Performance Tasks: Migrant Mother photo reference 4 steps of art criticism	Other Evidence: Art criticism is embedded into final project reflection
Learning Plan	
Facilitate critique with guiding questions and elements to be aware of. TI3 Demonstrate how to word constructive feedback in a manner where it is well received. AA4	
Teacher Resources: Teacher created resources	

Unit 3 - Copyright & Fair Use

Discuss copyright and fair use through a controversial artist, guiding students to distinguish facts from opinions.

Established Goals:

VA:Cn11.1.IIIa: Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

VA:Cn10.1.IIIa: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Vision of A Learner Attributes:

TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

Understandings:

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Making art heightens awareness of one's surroundings by encouraging close observation, emotional engagement, and reflection on the details of the environment, leading to a deeper connection with the world and its elements.
- Artists have influence over community shaping. Artists have the ability to raise questions and develop conversations around community topics and change.
- Creators must balance their creative expression with ethical and legal considerations, ensuring that their work does not infringe on the rights of others.

Essential Questions:

- How does engaging in creating art enrich people's lives?
- How does making art attune people to their surroundings?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- What responsibilities come from the freedom to create?

Students will know...

Fair use is described as the balance of the interests of copyright owners with the public interest in the dissemination of information and creativity.

Students will be able to...

Develop their reasoning and argument of fair use for their own decision making.

Key Vocabulary: exclusive rights, public domain, fair use doctrine, purpose, licensing, transformative use, plagiarism, ethical considerations

Assessment Evidence

Performance Tasks: Understand definition of copyright and fair use then argue a case regarding Shepard Fairey	Other Evidence: Interim: Written assignment to reflect on their opinion based on education provided
Learning Plan	
Provide visual definitions of copyright and fair use and case details and diverse legal perspectives regarding the associate press and a propaganda artist. TI2	
Teacher Resources: Teacher created resources	

Unit 4 - Color Theory

Explore color theory in depth and have students create color families based on audience, purpose, and emotion.

Established Goals:

VA:Cr1.2.1a: Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

Vision of A Learner Attributes:

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

Understandings:

- Creativity and innovative thinking are supported by open-mindedness, a willingness to take risks, an environment that encourages curiosity, and the ability to embrace failure as part of the learning process. These conditions foster the exploration of new ideas and approaches, leading to original and inventive outcomes.
- Creative risks in art are influenced by factors such as personal confidence, societal expectations, cultural norms, and support from peers or mentors. When individuals feel supported and open to experimentation, they are more likely to take risks, whereas fear of failure or criticism can discourage artistic exploration.

Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?

Students will know...

- Generate and conceptualize artistic ideas and work.

Students will be able to...

- Create color families.
- Understand the basics of the color wheel.

Key Vocabulary: primary, secondary, tertiary, analogous, complementary, neutral, tint, shade, swatch, color wheel, gray scale, harmony

Assessment Evidence

Performance Tasks:

Create color families

Other Evidence:

Color theory is embedded in all interims and summatives

Learning Plan

Demonstrate how color provides meaningful solutions to design problems. **TCC1**

Demonstrate understanding and use of color theory. **TI4**

Teacher Resources: Teacher created resources

Unit 5 - Illustrator

Teach students to use Adobe Illustrator to create vector images, including portraits, typography, and branding.

Established Goals:

VA:Cr1.2.IIIa : Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

VA:Cr1.1.IIIa: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

VA:Cr2.2.IIIa : Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

VA:Cr2.1.IIIa: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

VA:Cr3.1.IIIa: Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

VA:Re.7.2.IIa: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

VA:Re9.1.IIIa: Construct evaluations of a work of art or collection of works based on differing sets of criteria.

VA:Cn10.1.IIa: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

Vision of A Learner Attributes:

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
 CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products
 AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

Understandings:

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People evaluate art based on various criteria. A personal preference reflects individual taste, while an evaluation of artwork involves a critical assessment of its elements, techniques, and meaning based on established artistic criteria.
- Visual imagery influences understanding of and responses to the world.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

Essential Questions:

- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How and why might criteria vary?
- How is a personal preference different from an evaluation?
- How do images influence our views of the world?
- How do artists and designers create works of art or design that effectively communicate?
- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?

Students will know...

- The detailed criteria that goes into evaluating artistic work.
- The techniques and conversational terms that refine and complete artistic work.
- How to develop an artboard through research of content and technique in order to generate and conceptualize artistic ideas and work.

Students will be able to...

- Synthesize and relate knowledge and personal experiences to make art.
- Perceive and analyze artistic work
- Organize and develop artistic ideas and work.

Key Vocabulary: pen tool, vector, craftsmanship, eye dropper, layers, simplistic, memorable, emotion, typography, arrangement, color, layout, identity, repetition, pattern, brand, shape, scalability, “less is more”, audience, use, intention,

Assessment Evidence

Performance Tasks: <ul style="list-style-type: none"> • Polygon Vector Portrait • Brand Identity & Logo Creation • Character Design • Designing with Type • Type book • Font posters • Editorial spread 	Other Evidence: <ul style="list-style-type: none"> • C/W: Watermark Design • Interim: Type emoting • Interim: Custom Pattern Design for Textile Use
Learning Plan	
<p>Demonstrate examples of integrating research into planning phases of a work. TCC3</p> <p>Demonstrate tool acquisition application to several different prompts. TCC4</p> <p>Facilitate student collaboration by students teaching one another a skill that they possess and how to seek and offer feedback. CCE3</p> <p>Demonstrate several tools to complete one task to highlight student choice and options. AA1</p>	
Teacher Resources: Teacher created resources	

Unit 6 - Photoshop

Teach students Adobe Photoshop for raster images, including collage, manipulation, painting, and photo editing.

Established Goals:

VA:Re.7.2.IIa: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

VA:Cr1.2.IIIa: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr2.3.IIa: Redesign an object, system, place, or design in response to contemporary issues.

VA:Cr3.1.IIa: Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

VA:Pr4.1.IIIa: Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

VA:Re.7.1.IIa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

VA:Cn10.1.Ia: Document the process of developing ideas from early stages to fully elaborated ideas.

Vision of A Learner Attributes: TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.	
Understandings: <ul style="list-style-type: none"> Knowing the contexts, histories, and traditions of art forms helps us create works of art and design by providing a foundation of knowledge, inspiring creativity, and informing meaningful choices in style, technique, and expression. Persistence is essential in revising and refining artwork, as it enables artists to push through challenges, explore new possibilities, and improve their work. Through continued effort, artists can achieve greater clarity, depth, and precision in their creative expression. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 	Essential Questions: <ul style="list-style-type: none"> How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms?
Students will know... <ul style="list-style-type: none"> Perceive and analyze artistic work Synthesize and relate knowledge and personal experiences to make art. 	Students will be able to... <ul style="list-style-type: none"> Organize and develop artistic ideas and work. Refine and complete artistic work. Select, analyze, and interpret artistic work for presentation.
Key Vocabulary: layer, brushes, layer mask, eye dropper, transform, adjustments, resolution, wacom tablet, pressure sensitivity,	
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Photography composition Digital photo manipulation Digital painting 	Other Evidence: Interim: demonstrating use of photoshop tools
Learning Plan	
Demonstrate success in meeting assignment requirements by using the most concise and effective tools and mode of visual communication. TI2 Demonstrate effective collaboration with peers and teacher to develop confidence and success in design abilities. P2	

Unit 7 - Web Design Portfolio

Teach students to create an online portfolio accessible via URL.

Established Goals:

VA:Pr4.1.IIa: Analyze, select, and critique personal artwork for a collection or portfolio presentation.

VA:Pr6.1.IIIa: Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

Vision of A Learner Attributes:

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

Understandings:

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it

Essential Questions:

- How does refining artwork affect its meaning to the viewer?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Students will know...

Select, analyze, and interpret artistic work for presentation.

Develop and refine artistic techniques and work for presentation.

Students will be able to...

Compile their work in one place to catalog by medium and concept.

Key Vocabulary: Typography, Whitespace (or Negative Space), Grid System, Color Palette, Responsive Design, UI (User Interface), UX (User Experience), Navigation, Wireframe, Mockup, Prototyping, Above the Fold, Call to Action, Accessibility

Assessment Evidence

Performance Tasks:

Compile digital files, import images onto website, create theme of website, add typography

Other Evidence:

Summative is the website that highlights their portfolio

Learning Plan
Showcase a body or bodies of work on a platform for accessibility. TCC4 Demonstrate an ability to review portfolio with classroom audience and accept modifications for prime viewer understanding. CCE3
Teacher Resources: Teacher created resources