Digital Imaging I Curricular Document

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Digital Imaging I Information	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Art & ATE	1 Term
GRADE LEVEL	**DATE LAST REVIEWED**
9-12	Art Eval of Program 2020 CTE Eval of Program 2021 Review of Digital Courses in Art & ATE 2024
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
None	August 2025
PRIMARY RESOURCE ***if applicable***	
• Adobe Creative Suite	

Course Desired Results	
COURSE DESCRIPTION	
This introductory course provides a foundation in digital imaging through hands-on exploration of both raster-based and vector-based tools using industry-standard software, including Adobe Photoshop and Adobe Illustrator. Students will learn essential skills in image editing, composition, and design, gaining a strong understanding of digital workflows used in professional visual communication. In Adobe Photoshop, students will explore image correction, retouching, compositing, and the use of layers, masks, and adjustments to enhance and manipulate photographic content. In Adobe Illustrator, students will be introduced to vector graphics, learning how to create scalable artwork, logos, and illustrations using shape-building tools, paths, typography, and color systems. Projects will reinforce the integration of raster and vector elements, encouraging students to think creatively while mastering the technical aspects of each program.	
ENDURING UNDERSTANDINGS *Students will understand that....*	**ESSENTIAL QUESTIONS** *Students will keep considering....*

CREATING • Creativity, innovation, and critical thinking are essential for success in a technologically advanced world. These are essential life skills that can be developed.	• Why is creativity and innovation important? How is creativity and innovation used in [name of career pathway]? • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What strategies and processes can I use to become a more effective creator, thinker and problem solver? • How does collaboration expand the creative process? • How might Artificial Intelligence (AI) and Generative AI influence creativity, innovation, and critical thinking? How can it be used effectively and ethically?
PRESENTING • Artists, designers, and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	• 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?
RESPONDING • People gain insights into meanings of artworks by engaging in the process of art criticism	• What is the value of engaging in the process of art criticism? • How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
CONNECTING • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • The ability to communicate and collaborate with people with diverse backgrounds and perspectives is key to participation in a global economic society.	• 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? • Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
POSTSECONDARY, CAREER, AND LIFE READINESS • Career and technical education provides pathways to high-demand, high-wage career opportunities, and personal	• Why is career and life readiness important? • What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from

fulfillment.	now? • How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings? • How might AI and Generative AI impact creative industries?
COURSE PRIORITY STANDARDS	
WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work. ENG1: Students will analyze and demonstrate attributes of design.	
WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	
WSAD Standard AA3: **Respond**- Students will critically interpret intent and meaning in order to evaluate artistic work. IMT1 (Information, Media, Technology): Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, and initiatives.	
WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	
CD4: **Career Development**- Students will identify and apply employability skills a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable. b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job. c: I identify and exhibit traits for retaining employment. d: I develop positive relationships with others.	

CAREER CLUSTERS *most applicable to this course*	☐ Advanced Manufacturing ☐ Agriculture, Food & Natural Resources ☐ Architecture and Construction ☑ Arts, A/V Technology & Communication ☐ Business Management & Administration ☑ Digital Technology ☐ Education & Training ☐ Finance ☐ Government & Public Administration ☐ Health Science ☐ Hospitality & Tourism ☐ Human Services ☐ Law, Public Safety, Corrections & Security ☑ Marketing ☐ Science, Technology, Engineering & Mathematics ☐ Transportation, Distribution & Logistics
CAREERS *students will learn about*	Graphic Designer – Creating visual content for print and digital media. Illustrator – Drawing and creating images for books, advertising, and games. Photo Editor/Retoucher – Enhancing and manipulating photographs. Visual Effects (VFX) Artist – Adding CGI to film, TV, and games. Concept Artist – Designing characters, environments, and assets for games or movies. Photographer – Specializing in fashion, commercial, editorial, or fine art. Brand Designer – Crafting the visual identity of companies and products. Content Creator – Producing multimedia for social media or digital marketing. Art Director – Leading visual direction for campaigns, magazines, or productions. Creative Director – Overseeing the creative vision of a brand or project. UI/UX Designer – Designing interfaces and improving user experiences for apps and websites. Web Designer – Creating visually appealing and functional websites. 3D Modeler/Animator – Building digital models and animations for games, films, or product design. Augmented Reality (AR)/Virtual Reality (VR) Designer – Developing immersive experiences. Game Artist – Designing assets, textures, and environments for video games.

POSTSECONDARY EDUCATION & TRAINING OPTIONS	INDUSTRY RECOGNIZED CREDENTIALS: ☑ Adobe

UNIT 1: Introduction to Photography & Graphic Design

- Familiarizing the Elements and Principles of Art & Design.
- Understanding and implementing compositional vocabulary such as rule of thirds, framing, leading lines/repetition, simplicity, balance, symmetry, etc.
- Exploring different types of lighting ranging from ambient, artificial, natural, etc.
- Exploring a variety of digital photography equipment (DSLR, phone, tablet, lenses, tripods, etc).
- Experimenting with exposure through aperture, shutter, ISO.

UNIT 1 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ Why is creativity and innovation important? How is creativity and innovation used in Arts, A/V Technology & Communication?
- ➔ What strategies and processes can I use to become a more effective creator, thinker and problem solver?
- ➔ What is the value of engaging in the process of art criticism?
- ➔ Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
- ➔ How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
- ➔ How might Artificial Intelligence (AI) and Generative AI influence creativity, innovation, and critical thinking? How can it be used effectively and ethically?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

WSAD Standard AA1: **Create**- Students will	• I can use a digital camera to intentionally capture images that express an idea, mood, or story. • I can plan and compose photographs using the elements of art and principles of design (rule of thirds, contrast, line, balance, etc.).

generate, develop, and refine artistic work. ENG1: Students will analyze and demonstrate attributes of design.	• I can identify camera settings (ISO, shutter speed, aperture, white balance) to create specific effects in my photographs. • I can enhance my images using digital editing tools to support my creative intent. • I can revise and refine my photographs through critique, reflection, and editing. • I can use Generative AI tools efficiently, appropriately, and ethically in the creative process.

PRESENT

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	• I can select and edit photographs to include in a portfolio or gallery presentation. • I can format digital files for web or social media display while maintaining high image quality. • I can explain how presentation choices influence how my photos are viewed and interpreted.

RESPOND

WSAD Standard AA3: **Respond**- Students will critically interpret intent and meaning in order to evaluate artistic work. IMT1 (Information, Media, Technology): Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, and initiatives.	• I can describe how lighting, composition, and editing choices affect the meaning of a photograph. • I can analyze and interpret the subject, symbolism, or emotion in my own and others' photographic work. • I can evaluate photographs using appropriate art vocabulary and criteria. • I can respond to feedback and apply it to improve my work.

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can create photographs that reflect my personal experiences, identity, or community. • I can connect themes in my photographs to topics in other subjects. • I can explain how photography is used in careers, media, and activism to influence public understanding. • I can reflect on how photography can be used to document, preserve, and tell stories about the world around us.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can develop positive relationships with others.

UNIT 1 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
Rules of Photography Slideshow	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc.

	☑ Career Development	• Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Allow use of free or low-cost software alternatives (e.g., GIMP, Photopea, Canva) for students without access to Adobe tools. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.
Principles of Graphic Design Slideshow	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Mood Board Assignment	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Photos of the Week	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☐ Career Development	
Famous/Contemporary Photographer Research	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	

UNIT 1 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

May include, but are not limited to the following:

- Lines
- Framing
- Rule of Thirds
- Simplicity
- Contrast

Strategies/Activities

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

- Allow students to choose from a range of project themes that resonate with their personal interests.

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.

- Desktop or Laptop Computer – With sufficient RAM and GPU for image processing.

• Lighting • Balance • Movement • Hierarchy • Emphasis • Unity • Pattern • Proportion • Contrast • Color • Aperture • Shutter • ISO • Composition • Mood	• Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership. • **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides. • **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques. • **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects. • **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.	• Digital Camera, Tablet, or Smartphone – For capturing images. • USB Flash Drive/External Hard Drive/Cloud Storage – For file backup and portability. • Canva – User-friendly for basic design and layout work. • Google Slides • Google Drive • AI & Generative AI tools that are age-appropriate & meet ethical considerations (ex. Adobe Firefly or similar).

UNIT 2: Adobe Photoshop Basics

- Discuss use of free stock images and copyright laws/ethics.
- Navigate and customize the Adobe Photoshop Workspace.
- Utilize artboards, rulers, grids, guides, and cropping.
- Discuss basics of raster images (image size, actual size, resolution, etc.)
- Understand and implement non-destructive editing techniques.
- Explore selection tools.
- Understanding layers by creating, organizing, masking, and utilizing layer blending modes.
- Experimenting with a variety of layer adjustments, filters, and effects.
- Recognizing basic retouching tools (liquify, clone stamp, healing brush, etc.)
- Saving raster images for web or print publications by differentiating file types, saving for web, and understanding the Print dialog.

UNIT 2 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ Why is creativity and innovation important? How is creativity and innovation used in Arts, A/V Technology & Communication?
- ➔ What strategies and processes can I use to become a more effective creator, thinker and problem solver?
- ➔ What is the value of engaging in the process of art criticism?
- ➔ Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
- ➔ How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
- ➔ How might Artificial Intelligence (AI) and Generative AI influence creativity, innovation, and critical thinking? How can it be used effectively and ethically?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work. ENG1: Students will analyze and demonstrate attributes of design.	• I can apply elements of art and principles of design in my digital compositions. • I can use Photoshop to generate multiple ideas for a creative digital artwork. • I can use Generative AI tools efficiently, appropriately, and ethically in the creative process Workspace: • I can navigate the Photoshop interface and identify key tools and panels. • I can create, open, and save Photoshop (.PSD) files correctly. • I can set up a new document with the correct resolution and dimensions for print or web. • I can customize my workspace for different tasks. Tools & Techniques: • I can use selection tools (marquee, lasso, quick selection, magic wand) to isolate parts of an image. • I can use the Move Tool and Transform functions to scale, rotate, and position layers. I can apply basic edits using tools like the Brush, Eraser, Clone Stamp, and Healing Brush. • I can use filters and adjustments to enhance or stylize my images. Editing:

	• I can organize and edit layers using the Layers Panel. • I can apply layer styles (like shadows, glows, and bevels) to add visual effects. • I can use masks for non-destructive editing and creative blending. • I can create and manage adjustment layers to improve tone and color. • I can use smart objects for scalable and flexible editing. Color: • I can apply color theory concepts to enhance visual impact in my work. • I can adjust brightness, contrast, hue/saturation, and levels to correct color and lighting. • I can use design principles like balance, contrast, emphasis, and alignment in my compositions. • I can create visual hierarchy using size, color, and layout techniques. Typography: • I can add, format, and style text using the Type Tool. • I can apply typography principles like alignment, spacing, and font pairing. • I can convert text to shapes for creative design purposes. • I can integrate text into my images effectively for posters, ads, or covers.

PRESENT

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	• I can prepare my Photoshop files for different formats like web, print, or display. • I can choose the best way to share my digital work with others (online, in print, or in a portfolio). • I can reflect on how presentation affects how my work is interpreted

RESPOND

WSAD Standard AA3: **Respond**- Students will critically interpret intent and	• I can analyze how color, contrast, and composition affect the meaning of an image. • I can describe how different Photoshop tools affect the look and feel of an image. • I can give constructive feedback to others using design vocabulary.

meaning in order to evaluate artistic work. IMT1 (Information, Media, Technology): Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, and initiatives.	• I can compare my digital work to professional or historical examples and explain the similarities or differences.

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can explain how artists and designers use Photoshop to communicate ideas and influence audiences. • I can create Photoshop projects that connect to my personal experiences or cultural background.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can develop positive relationships with others.

UNIT 2 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
Double Color Exposure Portraits	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☐ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Allow use of free or low-cost software alternatives (e.g., GIMP, Photopea, Canva) for students without access to Adobe tools. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.
Tutorials	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Multiple Me	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☐ Career Development	
Dog Tag Design	☑ Creating ☐ Presenting ☐ Responding ☐ Connecting ☐ Career Development	
Typography Quote Poster	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Spot the Difference Retouching Project	☑ Creating ☑ Presenting ☑ Responding	

	☑ Connecting ☐ Career Development	

UNIT 2 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

May include, but are not limited to the following:

- Layers
- Opacity
- Blend Mode
- Clone Stamp Tool
- Healing Brush Tool
- Marquee Tool
- Lasso Tool
- Pen Tool
- Brush Tool
- Eraser Tool
- Gradient Tool
- Move Tool
- Adjustment Layers
- Smart Object
- Layer Mask
- Filter
- Crop Tool
- Transform
- Liquify
- Hue
- Saturation
- Brightness
- Value
- Contrast
- Complementary Colors
- Analogous Colors
- Color Harmony
- RGB (Red, Green, Blue)
- CMYK (Cyan, Magenta, Yellow, Black)
- Resolution
- Pixels
- DPI (Dots Per Inch)
- File Format (e.g., PSD, JPEG, PNG, TIFF)

Strategies/Activities

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

- Allow students to choose from a range of project themes that resonate with their personal interests.
- Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership.
- **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides.
- **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques.
- **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects.
- **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.

- Desktop or Laptop Computer – With sufficient RAM and GPU for image processing.
- Digital Camera, Tablet, or Smartphone – For capturing images.
- USB Flash Drive/External Hard Drive/Cloud Storage – For file backup and portability.
- Adobe Photoshop – Latest version preferred.
- Adobe Fonts
- Adobe Creative Cloud Account
- Free Stock Image Sites
- Adobe Help Center
- YouTube
- AI & Generative AI tools that are age-appropriate & meet ethical considerations (ex. Adobe Firefly or similar).

• Compression • Export • Raster vs. Vector • Destructive Editing • Non-destructive Editing		

UNIT 3: Adobe Illustrator Basics

- Navigate and customize the Adobe Illustrator Workspace.
- Utilize artboards, rulers, grids, guides, and crop marks.
- Create a variety of vector-based images with shapes, the pen tool, editing paths, live trace, image trace, and symbols.
- Explore and manage color by selecting colors, using and creating swatches/palettes, etc.
- Explore raster-based tools such as painting with fill and strokes.
- Creating and modifying text/type to create type on a path, scaling/rotating type, working with fonts, customizing and formatting type, adjusting kerning and leading, etc.
- Applying basic special effects such as drop shadows, glows, feathering, etc.
- Discuss printing fundamentals such as printing color separations, working with printer and bleed marks, etc.

UNIT 3 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

➔ What strategies and processes can I use to become a more effective creator, thinker and problem solver?
➔ What criteria, methods, and processes are used to select work for preservation or presentation?
➔ What is the value of engaging in the process of art criticism?
➔ Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
➔ How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
➔ How might Artificial Intelligence (AI) and Generative AI influence creativity, innovation, and critical thinking? How can it be used effectively and ethically?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work. ENG1: Students will analyze and demonstrate attributes of design.	Workspace: ● I can navigate the Adobe Illustrator workspace and identify key panels and tools. ● I can create and organize multiple artboards for a single project. ● I can customize my workspace to fit my workflow needs. Drawing: ● I can use the Pen Tool to create and edit custom paths and shapes. ● I can draw and modify basic geometric shapes using shape tools. ● I can add, remove, and adjust anchor points to refine my designs. ● I can apply and modify strokes and fills to enhance shapes. Color: ● I can apply color using swatches, gradients, and the color picker. ● I can use the Eyedropper Tool to match and sample colors. ● I can create and apply custom gradients and patterns. ● I can understand and apply the difference between RGB and CMYK color modes. Typography: ● I can add, format, and manipulate text using the Type Tool. ● I can adjust kerning, tracking, and leading for readability and style. ● I can convert text to outlines when needed for final production. ● I can incorporate text creatively in a composition. Tools & Techniques: ● I can use the Pathfinder tools to combine and subtract shapes. ● I can group, align, and distribute objects with precision. ● I can use layers effectively to manage complex projects. ● I can use Clipping Masks to create complex visual effects. ● I can apply effects like drop shadows and distortions using the Appearance panel. ● I can use Generative AI tools efficiently, appropriately, and ethically in the creative process

PRESENT

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	• I can save my work in Illustrator (.AI) format to preserve layers. • I can export my files in formats such as PDF, SVG, and PNG for print or web use.

RESPOND

WSAD Standard AA3: **Respond**- Students will critically interpret intent and meaning in order to evaluate artistic work. IMT1 (Information, Media, Technology): Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, and initiatives.	• I can explain my design choices using appropriate vocabulary. • I can critique my own work and give feedback to others constructively. • I can use Illustrator to visually communicate an idea or message. • I can revise and improve my work based on feedback.

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can create digital artwork that reflects my personal identity, values, or experiences.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can develop positive relationships with others.

UNIT 3 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
Vector Landscape/Portrait	☑ Creating ☐ Presenting ☐ Responding ☐ Connecting ☐ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Allow use of free or low-cost software alternatives (e.g., GIMP, Photopea, Canva) for students without access to Adobe tools. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting).
Personal Logo	☑ Creating ☐ Presenting ☑ Responding ☐ Connecting ☐ Career Development	
Tutorials	☑ Creating ☐ Presenting ☑ Responding ☐ Connecting ☐ Career Development	

		• Set clear norms for respectful communication and valuing diverse perspectives.

UNIT 3 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

May include, but are not limited to the following:

- Selection Tool
- Direct Selection Tool
- Pen Tool
- Shape Tool
- Type Tool
- Gradient Tool
- Eyedropper Tool
- Pathfinder
- Artboard
- Anchor Point
- Handle
- Bounding Box
- Swatches
- Stroke
- Fill
- Brush Tool
- Clipping Mask
- Layers Panel
- Appearance Panel
- Transform Panel
- Vector
- Paths
- Curves (Bezier Curves)
- Resolution Independent
- Scalability
- Outline
- Object vs. Group
- Compound Path
- Live Paint

Strategies/Activities

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

- Allow students to choose from a range of project themes that resonate with their personal interests.
- Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership.
- **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides.
- **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques.
- **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects.
- **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.

- Desktop or Laptop Computer – With sufficient RAM and GPU for image processing.
- Digital Camera, Tablet, or Smartphone – For capturing images.
- USB Flash Drive/External Hard Drive/Cloud Storage – For file backup and portability.
- Adobe Illustrator – Latest version preferred.
- Adobe Fonts
- Adobe Creative Cloud Account
- Free Stock Image Sites
- Adobe Help Center
- YouTube
- AI & Generative AI tools that are age-appropriate & meet ethical considerations (ex. Adobe Firefly or similar).

• Hue • Saturation • Tint/Shade • Color Modes (RGB, CMYK) • Hex Code • Gradient • Opacity • Transparency • AI File Format (.ai) • Bleed • Crop Marks • Embed vs. Link Images • Export for Screens		

UNIT 4: Output and Production Basics

- Differentiating correct digital output (web, device, video, multimedia, game) or print output.
- Creating physical works from digital designs.
- Introduction to vector output (vinyl cutter, laser engraver, etc.)
- Introduction to raster output (inkjet, laser, etc.)
- Presenting finished images for exhibition and display.
- Creating a professional portfolio of completed works.

UNIT 4 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

➔ What strategies and processes can I use to become a more effective creator, thinker and problem solver?
➔ What criteria, methods, and processes are used to select work for preservation or presentation?
➔ What is the value of engaging in the process of art criticism?
➔ Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
➔ How might technical knowledge and skills influence one's employability and advancement opportunities within various work

settings?

➔ How might Artificial Intelligence (AI) and Generative AI influence creativity, innovation, and critical thinking? How can it be used effectively and ethically?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to...*

CREATE

WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work. ENG1: Students will analyze and demonstrate attributes of design.	• I can choose the correct resolution and file format for different types of digital output (print, web, multimedia). • I can prepare my Photoshop/Illustrator files for the correct output. • I can set up my document with appropriate color modes (RGB for digital, CMYK for print) to ensure quality output. • I can use tools like export, save for web, or PDF presets to correctly produce and share my final designs. • I can demonstrate proficiency in utilizing the studio equipment (laser engraver, vinyl cutter, printers, etc.) • I can use Generative AI tools efficiently, appropriately, and ethically in the creative process

PRESENT

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	• I can select and prepare my digital artwork for different presentation formats, such as portfolios, gallery shows, websites, or social media. • I can explain how size, resolution, and format affect the quality and effectiveness of my work when presented. • I can organize my digital files and layers to keep my project ready for revisions or professional output. • I can print or digitally export my work so that it maintains visual clarity and artistic intent.

RESPOND

WSAD Standard AA3: **Respond**- Students will critically interpret intent and	• I can evaluate whether the file format, size, and quality of my final image support my artistic intent. • I can critique how output choices (like color, layout, and scale) influence the visual impact of digital work.

meaning in order to evaluate artistic work. IMT1 (Information, Media, Technology): Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, and initiatives.	

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can connect my digital output process to industry practices used in graphic design, marketing, or publishing. • I can describe how professionals use output settings to prepare digital designs for clients, print shops, or media platforms.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can develop positive relationships with others.

UNIT 4 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
Versastudio Illustrator Sticker	☑ Creating ☐ Presenting ☐ Responding ☐ Connecting ☑ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.
Laser Engraved Dog Tag	☑ Creating ☐ Presenting ☐ Responding ☐ Connecting ☑ Career Development	
Portfolio	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	

UNIT 4 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

May include, but are not limited to the following:

- Export – Saving a file in a different format for final use.
- Compression – Reducing file size (can be lossy or lossless).
- Output Device – Hardware used to produce the final version (e.g., printer, monitor).
- File Format – The structure in which a file is saved (e.g., JPEG, PNG, PDF, TIFF).

Strategies/Activities

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

- Allow students to choose from a range of project themes that resonate with their personal interests.
- Encourage self-directed projects where students propose and develop their own ideas, fostering creativity

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.

- Roland Versastudio
- Roland Vinyl Cutter
- Boss Laser Engraver
- Dye sublimation
- Heat Press
- Adobe Creative Suite

• JPEG (JPG) – Compressed image format for web and general use. • PNG – Lossless format with transparency support. • TIFF – High-quality format for print with minimal compression. • PDF – Portable format for consistent document/image sharing. • PSD – Photoshop's native file format that retains layers. • AI – Adobe Illustrator's native file format. • SVG – Scalable Vector Graphics, often used for web graphics. • EPS – Vector format for print and scalable output. • Resolution – Clarity/detail of an image, typically measured in DPI. • DPI (Dots Per Inch) – Print resolution; higher DPI = higher print quality. • CMYK – Color model used for print (Cyan, Magenta, Yellow, Black). • Output – The final rendering of a design, whether printed or digital.	and ownership. • **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides. • **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques. • **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects. • **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.	• Adobe Fonts • Large format printer • Desktop or Laptop Computer – With sufficient RAM and GPU for image processing. • Digital Camera, Tablet, or Smartphone – For capturing images. • USB Flash Drive/External Hard Drive/Cloud Storage – For file backup and portability. • Google Suite • AI & Generative AI tools that are age-appropriate & meet ethical considerations (ex. Adobe Firefly or similar).