Digital Imaging III Curricular Document

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Digital Imaging II 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**
Digital Imaging I and Digital Imaging II	August 2025
PRIMARY RESOURCE ***if applicable***	
• Adobe Creative Suite	

Course Desired Results

COURSE DESCRIPTION

This advanced studio course pushes students to master digital imaging through ambitious projects that blend technical precision with creative innovation. Building on prior experience from Digital Imaging I and II, students will engage in complex, concept-driven assignments that simulate real-world design and imaging scenarios. Emphasis will be placed on advanced compositing, typographic integration, dynamic layout systems, branding, and motion graphics fundamentals. Students will work with layered file structures, nondestructive workflows, and cross-platform design strategies to create polished, portfolio-ready work. The course fosters independent thinking, iterative design processes, and client-based problem solving, with opportunities for exhibition, publication, and competition. Peer critique, artist research, and industry-standard practices will support students as they refine their artistic voice and prepare for post-secondary pathways in visual arts, media, and design.

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 fulfillment.	• 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 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: Idea Conception and Development

- Research Methods for Concept Development (visual research, cultural/contextual analysis, trend forecasting)
- Brainstorming and Ideation Techniques (mind mapping, thumbnail sketching, storyboarding)

- Mood Boards and Visual References (curating style, tone, and inspiration)
- Project Planning and Feasibility (technical considerations, resources, timelines)
- Proposal Writing and Concept Statements (clear articulation of project goals and creative approach)
- Ethical and Cultural Considerations in Concept Development (representation, appropriation, authorship)

UNIT 1 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ Why is creativity and innovation important? How is creativity and innovation used in graphic design careers?
- ➔ 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?
- ➔ 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?
- ➔ 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?
- ➔ 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?
- ➔ 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	• I can conduct visual and contextual research to support the development of original ideas. • I can analyze cultural and historical sources to inform my digital imaging concepts. • I can identify trends in digital media to inspire contemporary creative directions. • I can develop a timeline and resource plan to complete my project efficiently. • I can use Generative AI tools efficiently, appropriately, and ethically in the creative process

of design.	

PRESENT

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	• I can articulate my creative goals and planned approach in a written proposal. • I can assess the technical requirements and tools needed for a project.

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 interpret visual elements and techniques used by myself and others. • I can analyze how visual choices affect meaning and viewer response. • I can give constructive feedback to peers to help refine their work.

CONNECT

WSAD Standard AA4: Connect- Students will relate their artistic work with prior	• I can incorporate personal identity, values, or experiences into my digital concepts. • I can evaluate the influence of media, culture, and technology on my own artistic decisions.

experience and external context.	• I can avoid visual appropriation by researching and understanding the origins of imagery and symbols. • I can consider representation, authorship, and ethics when making creative choices.

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:*
Thumbnail sketches	☑ 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.
Mood Boards	☑ Creating ☑ Presenting ☑ Responding	

	☑ Connecting ☑ Career Development	• 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.
Project Proposals/Reflections	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Artist/Designer Research	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Storyboards/Scriptwriting	☑ 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:

- Ideation: The process of conceptualizing and developing ideas.
- Mood Board: A visual collection of images, colors, and textures used to communicate a style or theme.
- Storyboarding: A visual sequence of illustrations used to outline the progression of a concept or project.
- Visual References: Collected images or sources used as inspiration for creating digital works.

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.

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.

• Design Brief: A document that outlines the objectives, goals, and parameters of a project.
• Thumbnail Sketch: A small, quick sketch used to explore ideas and compositions.
• Color Theory: The study of how colors interact and influence visual perception.
• Project Timeline: A schedule outlining milestones and deadlines for a project.
• Feasibility: The practicality and viability of a proposed concept or project.
• Proposal: A detailed plan or suggestion for a project, outlining goals and methods.
• Research: Gathering visual, cultural, or historical data to inform concept development.
• Trend Forecasting: The practice of predicting design trends and aesthetic shifts in digital art.
• Cultural Sensitivity: Awareness and respect for the cultural significance of visual elements.
• Representation: The portrayal of people, ideas, and cultures in visual media.
• Appropriation: The use of elements from another culture or context without respect or acknowledgment.
• Copyright: Legal protection for creators of original works of authorship.
• Authorship: The legal or moral right to claim ownership of a creative work.
	• **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.
		• USB Flash Drive/External Hard Drive/Cloud Storage – For file backup and portability.
		• Adobe Creative Suite
		• Adobe Creative Cloud Account
		• Adobe Fonts
		• Access to digital or physical resources like design books, magazines, or online visual libraries (e.g., Pinterest, Behance, etc.)
		• Mood Board Tools:
		  ○ Pinterest or Canva for creating digital mood boards.
		  ○ Physical materials for analog mood boards (magazines, scissors, glue, poster boards).
		• Sketchbooks: For hand-drawn brainstorming and idea development.
		• Color Swatches: Color palette books or digital color-picking tools (e.g., Adobe Color) to explore different color schemes.
		• Cultural and Contextual Research Materials: Books, articles, and videos that provide context for ethical, cultural, and historical representation in design.
		• AI & Generative AI tools that are age-appropriate & meet ethical considerations (ex. Adobe Firefly or similar).

UNIT 2: Advanced Output and Production

- Differentiating correct digital output (web, device, video, multimedia, game) or print output.
- Creating more original and complex physical works from digital designs with a variety of software.
- Advanced vector outputs (vinyl cutter, laser engraver, etc.)
- Advanced raster outputs (inkjet, laser, etc.)
- Advanced video production.
- Presenting finished images for exhibition and display.
- Creating/adding to a professional portfolio of completed works.

UNIT 2 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering...*

- ➔ Why is creativity and innovation important? How is creativity and innovation used in graphic design careers?
- ➔ 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 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?
- ➔ 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?
- ➔ 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?
- ➔ 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 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 mastery 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 meaning in order to evaluate artistic work. IMT1 (Information, Media,	• 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.

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 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	Artistic Process & Career Dev.	Differentiation Strategies/ Strategies for Inclusion
May include, but are not limited to the following:	*Check all that apply:*	*May include, but are not limited to the following:*

Collection of Choice Projects (4-6) Related to Ideas/Concepts from Unit 1	☑ Creating
	☑ Presenting
	☑ Responding
	☑ Connecting
	☑ Career Development
		• Content:
		  ○ Tiered Instruction
		  ■ Basic: Students new to advanced production could focus on refining specific skills, such as image resolution, color correction, and mastering foundational tools in software (e.g., Photoshop, Illustrator)
		  ■ Advanced: Experienced students can be challenged with complex techniques like advanced photo manipulation or integrating multimedia elements (e.g., video, interactive design).
		  ○ Customized Learning Paths: Allow students to focus on specialized areas such as motion graphics, digital painting, photography, or user experience (UX) design, based on their interests and goals.
		  ○ Challenge Projects: Create self-directed challenge projects that push students to explore new tools, software, or artistic concepts that expand their technical and creative capacity.
		  ○ Allow students to choose themes or subjects for their projects that reflect their personal interests.
		  ○ Incorporate industry-driven projects to give students real-world context.
		• Process:
		  ○ Offer a range of project formats and levels of complexity, allowing students to select projects that align with their current skill sets.
		  ○ Provide students with scaffolded tasks that allow for incremental development, such as breaking down a production process into phases.

		○ Use video tutorials that guide students through more advanced techniques, offering a visual explanation of complex workflows. ● Product: ○ Allow students to present their final projects in various forms (e.g., print, digital, web-based portfolio, interactive media, etc.), depending on their area of focus. ○ Allow students to set personal goals for their output, which can be based on individual skill levels. ○ Allow students to submit drafts for feedback before the final submission, providing multiple opportunities for iteration and refinement. ● Environment: ○ Provide dedicated time for students to work independently, offering guidance only when necessary, allowing them to explore creative freedom. ○ Provide students with access to various workspaces, equipment, and tools. ● Support: ○ Provide curated lists of resources tailored to the student's specific project or interest. ○ Offer multiple opportunities for constructive feedback at various stages in the production process.

UNIT 2 LEARNING PLAN RESOURCES *How will learning be relevant, accessible & engaging?*		
Academic Vocabulary *May include, but are not limited to the following:* ● Output Device – Hardware used to produce the final version (e.g., printer, monitor).	**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	**Resources/Materials** *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.*

• Artboard – The workspace in Illustrator or Photoshop used to design layouts for different media outputs. • Bleed – A printing term used in InDesign and Illustrator to describe the area that extends beyond the page edge to ensure clean trimming. • Slug – A non-printing area in InDesign used for project notes and print instructions. • Export Settings – The specific configurations (resolution, format, color profile) used when finalizing work (e.g., Export As in Photoshop or File > Export in Illustrator). • Save for Web (Legacy) – A Photoshop export option optimized for screen-based media, balancing file size and quality. • Package – In InDesign, a tool that gathers fonts, images, and links into one folder for clean print handoff. • Color Mode – Refers to RGB (screen) or CMYK (print), adjustable in Photoshop or Illustrator. • Color Profile – Embedded ICC profiles (e.g., sRGB, Adobe RGB, CMYK FOGRA) that ensure color accuracy across devices. • Soft Proofing – A Photoshop feature to simulate how colors will appear when printed. • Gamut Warning – Highlights out-of-gamut colors that won't print accurately in Photoshop. • Spot Color – A specific, premixed ink used in Illustrator/InDesign for consistent branding or specialty printing (e.g., Pantone). • Smart Guides – Dynamic alignment guides in Illustrator, InDesign, and Photoshop. • Grid System – A design structure (especially in InDesign) used to organize page elements for visual consistency.	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.	• Desktop or Laptop Computer – With sufficient RAM and GPU for image processing. • Digital Camera, Tablet, or Smartphone – For capturing images/video. • Roland Versastudio • Roland Vinyl Cutter • Boss Laser Engraver • Dye sublimation printer • Heat Press • Adobe Creative Suite • Adobe Fonts • Large format printer • Wacom tablets • Microphone – For voiceovers or recording original audio • Card Reader – For importing footage from cameras • YouTube • Headphones – For accurate audio monitoring • 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).

• Parent Pages – In InDesign, templates that apply consistent design elements across multiple pages. • Linked vs. Embedded Assets – Refers to whether images are stored externally or inside the project file (important in Illustrator and InDesign). • Preflight – An InDesign tool that checks for missing fonts, images, or errors before exporting for print. • Non-Destructive Editing – Using Smart Objects, Adjustment Layers, and Masks in Photoshop to preserve original image data. • Layer Mask – Used in Photoshop to hide or reveal parts of a layer without permanent deletion. • Adjustment Layer – A Photoshop layer that changes appearance (e.g., brightness, color) without altering the original layer. • Clipping Mask – A technique in Illustrator or Photoshop to reveal only the area within a shape or object. • Compositing – Combining multiple visual elements in Photoshop into a single seamless composition. • Rendering – The process of exporting final animation or video in Premiere Pro. • Keyframe – A marker in Premiere Pro that defines starting and ending points of animations. • Timeline Panel – The area where layers and animations are sequenced over time in Premiere Pro. • Alpha Channel – A transparency layer used in video and images (e.g., exporting PNG with transparency from Photoshop). • Nested Sequence – A sequence within a sequence in Premiere Pro, used for organizing complex edits.		

• Asset Export Panel – In Illustrator or Photoshop, a panel for exporting selected layers or artboards as individual files.
• File Format – Common types include:
  • PSD – Photoshop's editable format.
  • AI – Adobe Illustrator's vector format.
  • INDD – InDesign Document format.
  • PDF (Print or Interactive) – Export option used for high-quality prints or screen-based PDFs.
  • SVG – Scalable vector graphic, often used for web.
  • MP4 / MOV – Video formats exported from Premiere Pro.		

UNIT 3: Career Exploration and Readiness

- Explore a variety of careers and postsecondary options related to digital imaging.
- Discuss current trends in digital media and imaging.
- Develop and curate a professional portfolio of work.
- Present work in a variety of ways (online work, presentations, critiques, exhibitions, etc.)
- Understanding hard and soft skills related to working in relevant digital industries.
- Understanding professional etiquette and communication (ex: time management, connecting with clients, contracts/copyrights, etc.)

UNIT 3 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

➔ Why is creativity and innovation important? How is creativity and innovation used in graphic design careers?
➔ 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 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?
- ➔ 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?
- ➔ 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?
- ➔ 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 now?
- ➔ How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?

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 create a career plan that includes my goals, education, and work experience. • I can create artwork that reflects real-world design challenges or client needs. • I can revise my digital work based on peer and instructor feedback.

PRESENT

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the	• I can present and explain my portfolio to others in a professional way. • I can curate and prepare a digital portfolio that showcases my best work. • I can select artwork to exhibit based on theme, audience, and technical quality. • I can apply ethical and legal considerations when presenting digital media.

production and presentation of artistic work.	

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 give and receive constructive critique to improve my work. • I can assess the impact of visual choices in professional and peer-created work. • I can reflect on how my digital imaging skills have developed over time.

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can compare different education or training options, such as college, apprenticeships, and certification programs. • I can describe how my art connects to broader career pathways and industries. • I can research artists, designers, and movements that inspire or influence my work. • I can understand the role of digital artists in today's society and global economy.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can explain how lifelong learning will help me succeed in my future career. • I can identify and demonstrate positive work behaviors and personal qualities needed to be employable.

	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can identify and exhibit traits for retaining employment. • 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:*
Career Research Project	☑ 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.
Portfolio Creation & Critique	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Branding & Online Presence	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	

UNIT 3 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

May include, but are not limited to the following:

- Proposal – a written plan or offer for completing a creative job
- Copyright – legal right to control use and reproduction of original work
- Creative Commons – a licensing system that allows shared use under certain terms
- Freelance – working independently rather than as a permanent employee
- Client brief – a document outlining a client's needs and expectations for a project
- Networking – building relationships that support professional growth
- Critique – structured evaluation of creative work
- Feedback – constructive input used to improve design or performance
- Branding – creating a distinct identity for a person, product, or organization
- Communication skills – the ability to convey ideas clearly and professionally
- Time management – the ability to plan and control how time is spent on tasks
- Problem-solving – the ability to find solutions during the design process

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/video.
- Roland Versastudio
- Roland Vinyl Cutter
- Boss Laser Engraver
- Dye sublimation printer
- Heat Press
- Adobe Creative Suite
- Adobe Fonts
- Large format printer
- Wacom tablets
- Microphone – For voiceovers or recording original audio
- Card Reader – For importing footage from cameras
- YouTube
- Headphones – For accurate audio monitoring
- USB Flash Drive/External Hard Drive/Cloud Storage – For file backup and portability.
- Google Suite

• Collaboration – working effectively with others to achieve shared goals • Ethics – principles of conduct in creative and professional contexts • Entrepreneurship – the process of starting and managing your own business		• AI & Generative AI tools that are age-appropriate & meet ethical considerations (ex. Adobe Firefly or similar).