Digital Imaging II Curricular Document

Table of Contents

- Course Information 1
- Desired Results
  - Course Enduring Understandings
  - Course Essential Questions
  - Course Priority Standards

Unit 1: Intermediate Photography & Adobe Lightroom 4

- Unit Desired Results
- Unit Assessment Evidence

Unit 2: Intermediate Adobe Photoshop Skills 9

- Unit Desired Results
- Unit Assessment Evidence

Unit 3: Intermediate Adobe Illustrator Skills 14

- Unit Desired Results
- Unit Assessment Evidence

Unit 4: Introduction to Adobe InDesign 18

- Unit Desired Results
- Unit Assessment Evidence

Unit 5: Intermediate Output and Production 22

- Unit Desired Results
- Unit Assessment Evidence

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	August 2025
PRIMARY RESOURCE ***if applicable***	
• Adobe Creative Suite	

Course Desired Results	
COURSE DESCRIPTION	
This intermediate course builds on foundational Digital Imaging I skills, refining technical abilities and visual language using Adobe Photoshop, Illustrator, Lightroom, and InDesign. Students will explore advanced techniques in image editing, vector artwork, layout design, and digital publishing, including compositing, retouching, and non-destructive editing in Photoshop, precision vector work in Illustrator, multi-page design in InDesign, and photo editing in Lightroom. Projects will integrate raster and vector elements, emphasizing visual storytelling, client-based challenges, and portfolio development, while also covering file management, resolution, color correction, and prepress preparation for both print and web. Critical thinking and peer critique will support students' growth as digital artists and communicators.	
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: Intermediate Photography and Adobe Lightroom

- Building on knowledge of camera settings and techniques including:
  - Mastery of manual settings: aperture, shutter speed, and ISO
  - Advanced control over depth of field, motion blur, and exposure
  - Use of light metering modes and histograms for better exposure management

- Exploring different shooting modes
- Exploring and experimenting with more lighting, framing, and composition.
- Utilizing more creative photography styles such as long exposure, macro photography, and light painting.
- Introduction to Adobe Lightroom.

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?
- ➔ 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 enhance images through advanced editing techniques such as exposure adjustments, color correction, and sharpening. • I can apply non-destructive editing methods to adjust tone, contrast, and white balance while preserving image quality. • I can create a consistent visual style by applying and customizing Lightroom presets across multiple photos. • I can effectively use the adjustment brush, radial filter, and graduated filter tools to make selective edits to my photos.

	• 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 export high-quality images in various formats (JPEG, TIFF, etc.) for print, web, or social media. • I can prepare a photo collection for client presentation or portfolio using Lightroom's collection and export features. • I can produce print-ready images, ensuring the resolution, file type, and color settings are optimized for specific outputs. • I can create photo books, slideshows, and galleries directly from Lightroom to showcase my 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 analyze my photos and make thoughtful decisions about cropping, exposure, and color adjustments to improve visual impact. • I can critique my work and that of my peers based on composition, technical quality, and how well the image communicates the intended message. • I can reflect on the emotional and conceptual impact of my images, considering how editing choices affect the viewer's perception.

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior	• I can connect my photographic work to contemporary visual culture and trends in digital photography.

experience and external context.	• I can use Lightroom to prepare my images for diverse career applications, including digital publishing, photojournalism, and social media marketing. • I can explore how Lightroom and digital editing are integral to professional photography practices in industries like advertising and fine art.

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:*
Formative Padlet Photography Sharing	☐ 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.
Revisiting Photography Rules	☑ 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.
Depth of Field Toy Photography	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Food Photography	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Architecture Photography	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Portrait Photography	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Lightroom Tutorials	☑ 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:*	Strategies/Activities *Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.*	Resources/Materials *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.*
• Lines • Framing • Rule of Thirds • Simplicity • Contrast • Lighting • Balance • Movement • Hierarchy • Emphasis • Unity • Pattern • Proportion • Contrast • Color • Aperture • Shutter • ISO • Composition • Mood	• 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.	• 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. • 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: Intermediate Adobe Photoshop Skills

- Mastering Adobe Photoshop: high-level photo retouching, compositing, blending modes, and masking techniques
- Designing for multiple formats: Optimizing work for print and web (resolutions, file formats, color modes)
- Working with Smart Objects and Layer Styles for non-destructive editing and easier workflow

- Organize complex PSD files with folders and naming conventions
- Build reusable design assets and templates for consistency
- Create and manage complex color palettes, gradients, and overlays
- Apply filters, layer styles, and blending modes for artistic effects
- Apply text effects, custom brushes, and visual styles for dynamic compositions

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?
- ➔ 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 create complex image composites using layer masks, selections, and blending modes. • I can use adjustment layers and smart objects to enhance and edit photos non-destructively. • I can apply design principles (contrast, balance, emphasis, unity, rhythm) in my digital artwork. • I can manipulate photos creatively to convey a specific message or mood. • I can revise my projects using peer feedback and self-assessment to improve the final design. • 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 export files correctly for different uses (print, web, social media) with appropriate resolution and formats. • I can prepare layered Photoshop files (PSD) for collaboration or future editing. • I can create mockups and present my work in a professional layout or portfolio. • I can use CMYK and RGB color modes appropriately depending on the final output.

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 evaluate how digital tools and effects support the message or intention of a design. • I can interpret the visual impact of composition, color, and typography in digital imagery. • I can provide and receive meaningful feedback that supports creative growth.

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can use Photoshop to create designs that reflect personal identity, culture, or current issues. • I can explore the role of digital imaging in careers such as photography, advertising, and media. • I can identify how digital art and photo manipulation are used in contemporary visual culture. • I can connect historical or cultural references to my digital artwork.

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:*
Transformation 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).
Pop-Art Portrait	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Currency	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting	

	☑ Career Development	• Set clear norms for respectful communication and valuing diverse perspectives.
Photoshop Tutorials	☑ 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

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

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 Creative Cloud Account
- Adobe Fonts
- Free Stock Image Sites
- Adobe Help Center
- YouTube
- AI & Generative AI tools that are age-appropriate & meet ethical considerations (ex. Adobe Firefly or similar).

• RGB (Red, Green, Blue) • CMYK (Cyan, Magenta, Yellow, Black) • Resolution • Pixels • DPI (Dots Per Inch) • File Format (e.g., PSD, JPEG, PNG, TIFF) • Compression • Export • Raster vs. Vector • Destructive Editing • Non-destructive Editing	prompts.	

UNIT 3: Intermediate Adobe Illustrator Skills

- Create original, complex, and detailed vector artwork using the Pen Tool and shape tools
- Build intricate designs with Pathfinder, Shape Builder, and custom brushes
- Apply advanced color techniques using swatches, gradients, and the Recolor tool
- Maintain visual consistency with graphic styles and symbols
- Export artwork for web, print, or other applications using proper file formats (AI, PDF, SVG, EPS)
- Prepare vector files with bleed, crop marks, and CMYK/RGB settings for different outputs
- Use layers, symbols, and graphic styles to work efficiently and consistently

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?
➔ 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 create complex vector illustrations using the Pen Tool, Shape Builder, and Pathfinder. • I can develop original designs that combine shape, color, and text effectively. • I can apply design principles (balance, contrast, emphasis, rhythm, unity) in my artwork. • I can revise and refine my work based on peer feedback and personal reflection. • I can use layers, artboards, and symbols to organize and streamline my design workflow. • 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 export my Illustrator files correctly for web, print, or client presentation. • I can use templates and brand guidelines to create professional design layouts. • I can present my vector work in a portfolio-ready format. • I can demonstrate proper use of resolution, file types (AI, PDF, SVG), and color modes (RGB/CMYK) for output.

RESPOND

WSAD Standard AA3: **Respond**- Students will	• I can evaluate how my design choices communicate ideas to an audience. • I can analyze how typography, layout, and color impact the viewer's interpretation.

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 discuss the strengths and areas for improvement in both my own and others' designs.

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can connect my Illustrator work to real-world applications like branding, packaging, and digital media. • I can describe how professional designers use Illustrator in various industries (advertising, editorial, fashion, etc.). • I can apply my design skills to solve problems or communicate messages that matter to me or my community.

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:*
Typography 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). • Set clear norms for respectful communication and valuing diverse perspectives.
Illustrator Tutorials	☑ 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:*	**Strategies/Activities** *Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.*	**Resources/Materials** *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.*
• Selection Tool • Direct Selection Tool • Pen Tool • Shape Tool • Type Tool	• Allow students to choose from a range of project themes that resonate	

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

UNIT 4: Introduction to Adobe InDesign

- Create and organize multi-page documents with master pages, guides, and grids
- Format and style text using paragraph and character styles
- Link text frames and manage page flow
- Place, resize, and manage linked images
- Wrap text and align visuals effectively
- Use styles, swatches, and alignment tools for a clean, unified look
- Export for print and digital formats (PDFs, packaged files)
- Understand color modes and how to prepare files for production

UNIT 4 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?
- ➔ 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 create multi-page layouts that demonstrate strong visual hierarchy and design principles. • I can organize type and images using grids, guides, and parent pages to create a cohesive design. • I can use paragraph and character styles to maintain consistency across a document. • I can design with intent and purpose, using layout and spacing to guide the viewer's eye. • I can revise and improve my work based on feedback and design critiques. • 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 export my InDesign projects correctly for both print and digital use. • I can package a document with all necessary assets for professional output. • I can use InDesign to prepare materials for a portfolio or presentation. • I can follow file setup standards (bleeds, margins, resolution) for professional printing.

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,	• I can evaluate how the use of layout, typography, and imagery communicates a message. • I can analyze design work for effective use of alignment, spacing, and balance. • I can describe how my layout choices affect how others perceive my design.

decisions, and initiatives.	

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.	• I can use layout design to communicate a message that is meaningful to my audience. • I can connect my design work to real-world applications like magazines, brochures, or social media. • I can explore how typography and page design have evolved historically and culturally. • I can recognize how graphic design influences everyday life and media.

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:*
Magazine Cover	☑ 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.

InDesign Tutorials	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☐ Career Development	• 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.

UNIT 4 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

May include, but are not limited to the following:

- Margins
- Columns
- Gutter
- Bleed
- Slug
- Spread
- Facing Pages
- Parent Page
- Grid
- Guides
- Text Frame
- Threaded Text
- Paragraph Style
- Character Style
- Kerning
- Leading
- Tracking
- Baseline
- Justification
- Drop Cap
- Placeholder

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

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 InDesign – Latest version preferred.
- Adobe Fonts
- Adobe Creative Cloud Account
- Free Stock Image Sites
- Adobe Help Center

• Links Panel • Image Resolution • Fitting • Cropping • Wrap Text • Package • Preflight • Interactive PDF • CMYK • RGB • Export Settings • Typography Hierarchy • Resolution (DPI/PPI) • Print-Ready PDF • Crop Marks	practice through interactive tools, challenges, and real-world projects. • **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.	• YouTube • AI & Generative AI tools that are age-appropriate & meet ethical considerations (ex. Adobe Firefly or similar).

UNIT 5: Intermediate 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.
- Intermediate vector outputs (vinyl cutter, laser engraver, etc.)
- Intermediate raster outputs (inkjet, laser, etc.)
- Presenting finished images for exhibition and display.
- Creating/adding to a professional portfolio of completed works.

UNIT 5 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?
- ➔ 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 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 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	• I can select and prepare my digital artwork for different presentation formats, such as portfolios, gallery shows, websites, or social media.

meaning through the production and presentation of artistic work.	• 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, 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 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.

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 5 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:*
Soft Drink Brand Design	☑ 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.
Infographic	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Choice Output Project	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Portfolio	☑ Creating	

	☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	

UNIT 5 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).
- 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.

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.

- Roland Versastudio
- Roland Vinyl Cutter
- Boss Laser Engraver
- Dye sublimation printer
- Heat Press
- Adobe Creative Suite
- Adobe Fonts
- Large format printer
- Wacom tablets
- 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).

• CMYK – Color model used for print (Cyan, Magenta, Yellow, Black). • Bleed – The area that extends beyond the trim edge for cutting. • Trim – The final size of the printed image or document. • Crop Marks – Lines that show where to trim the paper. • Proof – A sample print to check quality before final production. • Registration Marks – Used to align color plates during printing. • Output – The final rendering of a design, whether printed or digital. • Blanks - Surfaces to create on.		