



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual and Performing Art

COURSE Computer Art and Design II

Curriculum Development Timeline

School: Ocean Township High School

Course: Computer Art and Design II

Department: Visual and Performing Art

Board Approval	Supervisor	Notes
July 2010	Jayne VanNosdall	Born Date
September 2015	Jayne VanNosdall	Revision
August 2017	Valerie Sorce	Revision
March 2019	Ian Schwartz	Review
August 2021	Ian Schwartz	Alignment to Standards
August 2024	Erin Leahy	Updated to Include New State Mandate
August 2025	Erin Leahy	Revision

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COURSE Computer Art and Design II

Ocean Township Pacing Guide			
Week	Unit	Week	Unit
1	History of Computer Applications: Art Shaped by Technology	11	Typeface/Positive & Negative Space
2	History of Computer Applications: Art Shaped by Technology	12	Typeface/Positive & Negative Space
3	Elements and Principles of Art/Critique	13	Scale
4	Elements and Principles of Art/Critique	14	Scale
5	Photoshop Review and Essential Vocabulary	15	Consumer Marketing and Advertising
6	Photoshop Review and Essential Vocabulary	16	Consumer Marketing and Advertising
7	Composition	17	Consumer Marketing and Advertising
8	Composition	18	Consumer Marketing and Advertising
9	Typeface/Positive & Negative Space	19	Personal Expression
10	Typeface/Positive & Negative Space	20	Personal Expression

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Core Instructional & Supplemental Materials including various levels of Texts

1. **"Scholastic Arts"**. Magazine. Scholastic Art Inc.
2. **"Art Fundamentals, Theory & Practice."** Ocvirk, Stinson, Wigg, Bone and Cayton. McGraw Hill Companies, Inc.
3. **"Visual Literacy"**. Judith Wilde, Rochard Wilde. Watson-Guptill Publications.
4. **"Communication Through Graphic Design"**. Kevin Gatta and Claire Mayray Golding. Davis Publishin, Inc.
5. **"Adobe Education Exchange"**. Adobe Creative Cloud - Web Based Training Tutorials.
6. **"Photoshop Training Channel"**. PhotoshopTrainingChannel.com. - Web Based TrainingTutorials
7. Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

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Time Frame	Week 1
Topic	
History of Computer Applications Art Shaped by Technology	
Alignment to Standards	
1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists. 1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change. 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes. 1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals. 1.2.12.prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity). 1.2.12.prof.Cn11b: Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How did computer art and applications evolve to its current form? • What technologies/inventions throughout history shaped 21st Century computer art technology? SWBAT demonstrate understanding of the following: • Students will recognize specific inventions and technologies throughout history that have shaped art creation and have brought us to today's computer art technologies. • Art aesthetics and creation embrace technologies of specific eras. • Art creation is ever-evolving, based on current and future technology inventions.	

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COURSE Computer Art and Design II

- Understand and communicate what major technologies and inventions throughout history have shaped the creation of art and computer art.
- Understand the myriad of computer art career opportunities available to students and begin to formulate personal interests within the field.

Learning Activities:

- Teacher lead discussion/review of invention and technology history.
- Co-operative construction of technology timeline.
- Individualized note taking.
- Brainstorming of career opportunities.
- Student personal reflection of potential career path or future endeavors.

Assessments

Formative:

- Verbal quiz games and word searches.
- Timeline creation.

Alternative:

- Observation of class discussion

Summative:

- Career opportunity evaluation.

Interdisciplinary Connections

Written career reflection:

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Technology Integration

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Students will select and evaluate the media platform which best suits their project needs.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP6 Demonstrate creativity and innovation.

CRP10 Plan education and career paths aligned to personal goals.

CRP12 Work productively in teams while using cultural global competence

Time Frame	Week 2
Topic	
ELEMENTS AND PRINCIPLES OF ART/CRITIQUE Beauty in the Eye of the Beholder	
Alignment to Standards	
1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists. 1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change. 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes. 1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals. 1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.	

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COURSE Computer Art and Design II

1.2.12.prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

Learning Objectives and Activities

SWBAT answer the following questions:

- What determines “beauty”?
- How do we interpret and understand Art?
- How do the underlying building blocks of art affect the creation of art?
- What is critique?
- What makes critique valid?

SWBAT demonstrate understanding of the following:

- All Art has specific underlying characteristics which can be used as tools that will help to construct, compare and analyze individual pieces of art work.
- The Elements and Principles of Art are guidelines in the creation of artist’s/student’s work.
- How Art is critiqued.
- Realize that history and culture can dictate Beauty.

Learning Activities:

- Cooperative student participation in Google Slide presentation on Elements & Principles of Art.
- Students will deconstruct and classify the Elements and Principles of Art in various works created by masters as well as prior students’ work.
- Cooperative discussion of “What is Beauty”.
- Teacher/student dialog on effective critique.
- Student critique: group discussion and individual written.
- Various game based activities, i.e., matching, word search, crossword, Kahoot, etc.

Assessments

Formative:

- Teacher re-enforcement and discussion of student critique.
- Quiz on vocabulary.
- Critique modeling.
-

Alternative:

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COURSE Computer Art and Design II

- Observation of class discussion
- Kahoot!/digital platform quiz

Summative:

- Student presentations.

Interdisciplinary Connections

ELA - Verbal and Written Expression

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

World History – Culture, Perspectives

- **6.3** Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will select and evaluate the media platform which best suits their project needs.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP6 Demonstrate creativity and innovation.

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COURSE Computer Art and Design II

Time Frame	Week 3
Topic	
PHOTOSHOP REVIEW AND ESSENTIAL VOCABULARY How to Visually Communicate and Create Art Using Photoshop	
Alignment to Standards	
1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes. 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork. 1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions. 1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent. 1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork. 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone. 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences. 1.2.12adv.Cr3a: Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization. 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists. 1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How can Adobe Photoshop be a tool in creating art and graphic design? • What are the specific tools included in Photoshop and how do they function in creating art? • What tool is best suited for a desired result, when multiple options are available	

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COURSE Computer Art and Design II

in using Photoshop?

- Why is knowledge of basic Art vocabulary essential in creating and analyzing both personal and other's artwork?

SWBAT demonstrate understanding of the following:

- Adobe Photoshop is merely one tool for the manipulation and creation of art and graphic design.
- Photoshop offers multiple means to solve design problems, thereby mastering different tools can provide varied effects and different results.
- Mastery and understanding vernacular pertinent to computer art will aid in the creation of one's own successful computer art and graphic design.
- Demonstrate current understandings of Photoshop tools by executing basic tasks/routines as learned in Computer Art 1.
- Articulate and demonstrate key Photoshop vocabulary and terminology.

Learning Activities:

- Student lead cooperative review of pre-existing knowledge of Photoshop tools.
- Teacher lead review/guided discussion of new/unused Photoshop Tools.
- Cooperative review of Photoshop vocabulary.
- Vocabulary games: word-search; crossword puzzles, matching game.

Assessments

Formative:

- Toolbar matching worksheet
- Toolbar Quiz.
- Vocabulary Quiz

Alternative:

- Monitoring of review/oral participation.

Summative:

- Student recap of personal understandings.
- Student reflection on new or additional learnings.

Interdisciplinary Connections

ELA Verbal and Written Expression

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.





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COURSE Computer Art and Design II

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia digital media products.

Technology Integration

Students will access and assess Adobe Creative Cloud software program to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as
Students will select and evaluate the media platform which best suits their project needs.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP6 Demonstrate creativity and innovation.

Time Frame	Week 4
Topic	
COMPOSITION Are there really only 8 ways to LOOK at the World?	
Alignment to Standards	
1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes. 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork. 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone. 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of	

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COURSE Computer Art and Design II

personal goals and preferences.

1.2.12adv.Cr3a: Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.

1.2.12prof.Pr5b: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.

1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.

1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

Learning Objectives and Activities

SWBAT answer the following questions:

- What does “composition” mean in context of art and design?
- What Elements and Principles are basic to all lay-out/composition?
- How can one idea be visually represented in different ways?
- What are the subtle differences in presenting an idea in different lay-out formats?

SWBAT demonstrate understanding of the following:

- All art originates from an initial abstract idea.
- Problem solving skills are needed to transform an abstract concept into a concrete form.
- The Elements and Principles of Art can be combined in an infinite number of ways even when given limited design constraints.
- Imagination and creativity reveal multiple solutions to any given set of parameters.
- Knowledge of different media enables problem solving and execution of the artistic vision.
- There are 8 basic layout designs used to create most advertising vehicles.
- Conceptualize, organize and construct a lay-out booklet – using the 8 basic methods of lay-out design.
- Visualizing three dimensionally is essential in understanding layout and format when designing two-dimensionally, especially when using the printing process.
- Problem solving skills must be employed in designing and constructing printed material.
- Multiple self assessments during the creative process prevent mistakes and

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COURSE Computer Art and Design II

leads to successful outcomes.

- Creativity AND proper construction techniques are required in order to construct successful 2-D multi-page booklets.

Learning Activities:

- Independent research and inquiry into multiple layout formats.
- Guided review, discussions and differentiation of 8 lay-out composition formats.
- Visualization and problem solving of 3-dimensional construction from a 2-dimensional design format.
- Actual printing and constructing of 3-dimensional multi-page layout booklet.

Assessments

Formative:

- On-going teacher evaluation and feed back during construction.
- Students will self-critique, group critique.

Alternative:

- Observation of class discussion
- Kahoot!/digital platform quiz

Summative:

- Booklet submission for major project evaluation.

Interdisciplinary Connections

ELA: Verbal and Written Expression: Critique activities

SL.PE.9-10.1 C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

Technology Integration

Students will use Adobe Creative Cloud in order to synthesize and present information, investigate concepts/ topics, extend learning and apply skills to new content. Students will consider the appropriateness of the digital tool for the task.





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9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Students will select and evaluate the media platform which best suits their project needs.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP6 Demonstrate creativity and innovation.

CRP11 Use technology to enhance productivity.

Time Frame	Week 5-6
Topic	
TYPEFACE / POSITIVE & NEGATIVE SPACE How to VISUALLY Communicate with MORE than Just WORDS	
Alignment to Standards	
1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes. 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork. 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone. 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences. 1.2.12adv.Cr3a: Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization. 1.2.12prof.Pr5b: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.	

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1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.

1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

Learning Objectives and Activities

SWBAT answer the following questions:

- Why and HOW do we use letters to communicate?
- What distinguishes various fonts and typeface? What makes them unique? What makes them similar?
- What subliminal impact can we as designers have on the viewer when selecting typeface?
- What do we as artists want to communicate to our viewer when using only type or letters?
- How can composition be expressed in Black and White only?
- What Elements and Principles are best used to create strong compositions?
- How can emotion or feeling be revealed by eliminating color and using B&W composition only?
- What are the advantages/disadvantages to B&W composition and communicating ideas?

SWBAT demonstrate understanding of the following:

- Font and typeface are essential and subliminal means of communicating.
- Type is not merely for the formation of words. Type can be used as a means to support and enhance the Elements and Principles of Art.
- The evolution of the printed word is re-formulating 21st Century culture and communication.
- Comprehension of the evolution of fonts/typeface is a way of identifying history and culture.
- Words and typeface are linked but differentiation is essential in communication.
- How to visually illustrate the Elements & Principles of Art using text and font only.
- Reflect and choose which typeface represents personal artistic vision or personae.
- Synthesize and implement composition techniques using black and white only.
- Combining key Elements and Principles of Art are essential for communicating strong compositions.
- Pure geometric and organic shapes can be effective devices/images for

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COURSE Computer Art and Design II

communicating.

Learning Activities:

- Students will review the history of typeface.
- Students will characterize the similarities/differences between various fonts and typefaces.
- Students will use type to create a picture.
- Students will use type to demonstrate Layout and Positive/Negative Space.
- Students will use type to create a personal signature.
- Students will use black & white squares to visually illustrate words, i.e., Order, Increase, Bold, Congested, Tension, Playful etc.
- Students will use Organic Shapes combined with Positive/Negative space relationships to create strong compositions in creating visual imagery, i.e. polar bear, steam, shark, whale, etc.

Assessments

Formative:

- Individual student research on text and typeface.
- Quiz on font and typeface.
- On-going teacher evaluation and feedback during construction.

Alternative:

- Observation of class discussion
- Students will: self critique, peer group critique.

Summative:

- Students will submit individual projects for teacher evaluation.

Interdisciplinary Connections

ELA - Research and review the history of typeface:

W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

Technology Integration

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Students will use Adobe Creative Cloud in order to synthesize and present information, investigate concepts/ topics, extend learning and apply skills to new content. Students will consider the appropriateness of the digital tool for the task.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Career Education

CRP6 Demonstrate creativity and innovation.

CRP11 Use technology to enhance productivity.

Time Frame	Week 7
Topic	
SCALE How Using SCALE can enhance REALISM or ABSTRACTION	
Alignment to Standards	
1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes. 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork. 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone. 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences. 1.2.12adv.Cr3a: Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as	

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hybridization.

1.2.12prof.Pr5b: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.

1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.

1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is scale?
- What is cropping?
- How can scale and cropping communicate the artist's vision?
- How can scale and cropping alter the viewer's perception?
- What is the difference between Realism and Abstraction?

SWBAT demonstrate understanding of the following:

- Scaling and cropping are critical tools in visual communication especially in art and design projects.
- Scale and cropping will depend upon the ultimate media output and viewer's environment.
- Scale and cropping through trial and error is an important tool for learning and subsequent successful art production.
- Abstraction can be just as important as Realism to communicate an artist's vision.
- Comprehend and demonstrate scale and cropping theory through multiple image output.
- Applying scale and cropping theory will dramatically affect message and meaning to a composition.
- Abstraction is an important visual means of communicating.

Learning Activities:

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- Teacher lead review of scale and cropping theory.
- Students will research and explore scale and cropping uses.
- Students will explore and create multiple images through trial and error to address specific effects and results.
- Students will create visual abstractions through cropping and scaling from realistic imagery.

Assessments

Formative:

- On-going teacher evaluation and feedback during creation.
- Students will: self critique, peer group critique.
- Practical Quiz

Alternative:

- Observation of class discussion
- Kahoot!/digital platform quiz

Summative:

- Students will submit final projects for teacher evaluation.

Interdisciplinary Connections

ELA - Verbal and Written Expression – Written critique activities:

W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

Technology Integration

Students will use Adobe Creative Cloud in order to synthesize and present information, investigate concepts/ topics, extend learning and apply skills to new content. Students will consider the appropriateness of the digital tool for the task.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

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COURSE Computer Art and Design II

Students will select and evaluate the media platform which best suits their project needs.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP6 Demonstrate creativity and innovation.

CRP11 Use technology to enhance productivity.

Time Frame	Week 8-9
Topic	
CONSUMER MARKETING AND ADVERTISING What is IT we SEE?	
Alignment to Standards	
1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes. 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent. 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork. 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone. 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences. 1.2.12adv.Cr3a: Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization. 1.2.12prof.Pr5b: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks. 1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues	

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including climate change.

1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

Learning Objectives and Activities

SWBAT answer the following questions:

- What around us is created to get us to buy things?
- What makes us want to buy one product versus another?
- What is a Target Market? What is a Media Channel? How are they interrelated and inter-dependent to advertise products?
- What role does the designer have in shaping what the consumer sees?
- What and how can the designer manipulate what he wants the consumer to buy?
- How can the Elements and Principles of Art be applied to help the designer express his vision?
- What are the advantages/disadvantages of using the computer to express that vision?
- How can Photoshop be used in the creation of consumer marketing and advertising vehicles?

SWBAT demonstrate understanding of the following:

- Marketing and Advertising are important tools in consumer spending.
- Media Channels must be effectively used to attract specific Target Markets
- Designers play a key role in deciding what the consumer sees and ultimately buys.
- Specific Elements and Principles of Art are essential in shaping what the designer wants the consumer to see.
- Various Photoshop tools are available to the artist/designer; knowing which tool to use when and where is important to maximize the designer's efficiency and capacity in communicating.
- Cutting through the "clutter" is essential in today's world – How can "Less is More" be applied?
- "A picture can be worth a thousand words", but can also lead to a thousand misinterpretations.

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Understanding how consumer marketing and advertising affects us today.

- Understanding the advantages and limitations of Photoshop can maximize efficiency and produce varied results.
- Utilizing and controlling one's own digital images is important not only for unity of message, but right of ownership.
- Careful utilization of the Elements and Principles of Art can aid in the clarity of message in consumer advertising and marketing vehicles.

Learning Activities:

- Students will research and investigate various consumer marketing and advertising campaigns.
- Students will research, reflect and critique various consumer promotional programs.
- Students will begin to comprehend copyright law by reviewing and analyzing landmark cases.
- Students will utilize a digital camera to create a consumer advertising vehicle.
- Students will design and create cross-media consumer marketing advertising campaigns using Photoshop

Assessments

Formative:

- On-going teacher evaluation and feed back during creation.
- Students will: self critique, peer group critique.

Alternative:

- Observation of class discussion
- Kahoot!/digital platform quiz

Summative:

- Students will submit final consumer advertising projects for teacher evaluation.

Interdisciplinary Connections

ELA - Verbal and Written Expression: Critique activities

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9-10.1 C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Career Readiness, Life Literacies, and Key Skills

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9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

Technology Integration

Students will use Adobe Creative Cloud in order to synthesize and present information, investigate concepts/ topics, extend learning and apply skills to new content. Students will consider the appropriateness of the digital tool for the task.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Students will select and evaluate the media platform which best suits their project needs.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP4 Communicate clearly and effectively and with reason.

CRP6 Demonstrate creativity and innovation.

CRP11 Use technology to enhance productivity.

Time Frame

Week 10

Topic

PERSONAL EXPRESSION

How Do I See Myself? What Do I Want Others to See of Me?

Alignment to Standards

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1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.

1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.

1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.

1.2.12adv.Cr3a: Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.

1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

1.2.12prof.Pr5b: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.

1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.

1.2.12prof.Pr6a: Design the presentation and distribution of collection of media artworks, considering combinations of artworks, formats, and audiences.

1.2.12prof.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.

1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.

1.2.12prof.Cn10a: Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.

1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

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1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

Learning Objectives and Activities

SWBAT answer the following questions:

- Who am I? What do I want to express as an artist?
- How do artist express themselves in art?
- What does a self-portrait reveal about me?
- What is a caricature? How is it different form a self-portrait?
- How can I use the computer to express myself as an artist
- What are the advantages/disadvantages of using a computer to express yourself as an artist?
- What/ how can I as an artist comment on/about society?
- What Elements and Principles of Art do I want to use to enhance my personal expression/statements about myself and society?
- How can the use of a digital camera be an extension of my personal expression.

SWBAT demonstrate understanding of the following:

- Artists express themselves in many ways with computers as 21st Century technology expands.
- No matter what medium (traditional or computer generated) the Elements and Principles of Art are universal and help shape what the artist wants to convey, and what the viewer sees.
- The computer is one tool to maximize the capacity how artist's can express themselves.
- Artists influence each other directly and indirectly, impacting one's own self expression.
- Exploration of other artists' work is essential in order for one to create your own personal vision and voice.
- Utilization of critique helps formulate an artist's personal viewpoint and subsequent expression.
- Portraiture is one venue in which artists can express themselves.
- Using the computer to manipulate/enhance digital pictures of oneself is an important tool to assist in the artist's statement and vision.
- The Photoshop Liquify tool can be an effective device to enhance personal expression in caricatures.

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Learning Activities:

- Students will research and investigate various artists' self expressions.
- Students will research, reflect and critique various artists' self portraits.
- Student will utilize various computer tools to create blended images.
- Students will utilize a digital camera to explore self portraiture.
- Students will utilize all tools available to them to create digital self-portraits.
- Students will research and investigate the history of caricatures.
- Students will demonstrate mastery of Photoshop tools to create self-caricatures.

Assessments

Formative:

- On-going teacher evaluation and feedback during creation.
- Students will: self critique, peer group critique.
- Journal Writing/Scrapbooking/Collage making.

Alternative:

- Observation of class discussion
- Kahoot!/digital platform quiz

Summative:

- Students will submit final projects for teacher evaluation.

Benchmark:

- Written critique and objective content assessments

Interdisciplinary Connections

ELA Verbal and Written Expression: Portfolio writing reflection

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR -PRT.2 Demonstrate the production of various print, multimedia or digital media products.

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new content. Students will consider the appropriateness of the digital tool for the task.

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CRP11 Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

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At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

