



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 Arts COURSE Intermediate Computer Art and Design

Curriculum Development Timeline

School: Ocean Township High School
Course: Intermediate Computer Art and Design
Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
July 2016	Valerie Sorce	Born Date
August 2017	Valerie Sorce	Revisions
March 2019	Ian Schwartz	Name Change/Review
August 2019	Ian Schwartz	Revisions
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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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Art Analysis and Photoshop Review	21	Marketing: Multimedia Design, Typography, And Packaging
2	Art Analysis and Photoshop Review	22	Marketing: Multimedia Design, Typography, And Packaging
3	Art Analysis and Photoshop Review	23	Marketing: Multimedia Design, Typography, And Packaging
4	Advanced Color Theory	24	Marketing: Multimedia Design, Typography, And Packaging
5	Advanced Color Theory	25	ADOBE InDESIGN
6	Advanced Color Theory	26	ADOBE InDESIGN
7	Advanced Color Theory	27	ADOBE InDESIGN
8	Advanced Color Theory	28	ADOBE InDESIGN
9	Personal Expression/Artist Statements/Self Portraiture	29	ADOBE InDESIGN
10	Personal Expression/Artist Statements/Self Portraiture	30	ADOBE InDESIGN
11	Personal Expression/Artist Statements/Self Portraiture	31	Multimedia Collage
12	Personal Expression/Artist Statements/Self Portraiture	32	Multimedia Collage
13	Personal Expression/Artist Statements/Self Portraiture	33	Multimedia Collage

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14	Personal Expression/Artist Statements/Self Portraiture	34	Multimedia Collage
15	Patterns/ Optical Illusions / Mandalas	35	Independent Study/Portfolio Development
16	Patterns/ Optical Illusions / Mandalas	36	Independent Study/Portfolio Development
17	Patterns/ Optical Illusions / Mandalas	37	Independent Study/Portfolio Development
18	Patterns/ Optical Illusions / Mandalas	38	Independent Study/Portfolio Development
19	Marketing: Multimedia Design, Typography, And Packaging	39	Independent Study/Portfolio Development
20	Marketing: Multimedia Design, Typography, And Packaging	40	Independent Study/Portfolio Development

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Core Instructional & Supplemental Materials including various levels of Texts

1. **"Art Fundamentals, Theory & Practice."** Ocvirk, Stinson, Wigg, Bone and Cayton. McGraw Hill Companies, Inc.
2. **"Communication Through Graphic Design"**. Kevin Gatta and Claire Mayray Golding. Davis Publishing, Inc.
3. **"Designing with Type"**. The Essential Guide to Typography. James Craig and Irene Korol Scala. Watson-Guption Publications.
4. **"Adobe Education Exchange"**. Adobe Creative Cloud - Web Based Training Tutorials.
5. **"Photoshop Training Channel"**. PhootshopTrainingChannel.com. - Web Based TrainingTutorials
6. Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)
7. **"Scholastic Arts"**. Magazine. Scholastic Art Inc.

Technology Resources:

Individual Student Computer Workstations.
Individual Wacom Tablets and stylus
Teacher Driven Computer Workstation.
Digital Projector
LanSchool Application
Adobe Photoshop Application
Adobe In-Design Application
Google Drive/Docs/Classroom
PowerPoint Application
Word Application
Internet Access
Shared Graphics "Y" Drive
LaserJet B&W
Laserjet Color Printer
Oversize Color Printer

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DEPARTMENT Visual and Performing Arts

COURSE Intermediate Computer Art and Design

Time Frame	Unit 1: 1 Week
Topic	
ART ANALYSIS AND PHOTOSHOP REVIEW	
Alignment to Standards	
1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience. 1.2.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create and persuade through multimodal perception when addressing global issues including climate change. 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.. 1.2.12acc.Cn10a: Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. 1.2.12acc.Cr2b: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What is Fine Art? What are Aesthetic Experiences? • What is Graphic Design? How Are They Related? What Makes Them Different? • What Inventions Were Necessary Throughout History for the Creation of Art in the 21st Century? • How do Art, Graphic Design and Aesthetic Experiences coupled with Adobe Creative Suite Create Computer Art and Graphic Design in the 21st Century? • What Career Opportunities Are Available for Computer Artists in the 21st Century? • How can the the Adobe Suite enhance and aid in creating fine art and graphic design • How do the Elements and Principles of Art enhance the artists ability to communicate? • What Photoshop Tools Are Most Appropriate for A Given Problem? • What tool is best suited for a desired effect/result when multiple options are available in using Photoshop? • What Photoshop Shortcuts Assist in Streamlining Workflow?	

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- How Does Using Proper Art and Photoshop Vocabulary Aid in the Creation of Art?

SWBAT demonstrate understanding of the following:

- Fine Art and Graphic Design are linked yet different.
- Aesthetic experiences exist all around us and can be used as a springboard for fine art and graphic design exploration.
- Various inventions throughout the course of history have been essential in order for the artist to use the computer to create art and graphic design in the 21st. Century
- There are a myriad of career opportunities today that an artist and graphic designer can be employed, in order to support oneself in the graphic design field.
- Begin to explore and understand what Fine Art, Graphic Design and Aesthetic Experiences influence and inspire one's self as an artist.
- The Adobe Suite is an important tool in creating art and graphic design the the 21st. Century.
- The Elements and Principles of Art are critical in communicating the artists/designer's means of expression.
- There Is Usually More Than One Way to Complete Any Given Task.in Photoshop.
- Various Photoshop tools can offer different solutions to Graphic Design problems.
- Various Photoshop Shortcuts Can Assist in Speeding-Up Workflow.
- Photoshop Specific Vocabulary is Essential for Understanding, Communicating and Creating Computer Art.

Learning Activities:

- Identify and discern the similarities and differences between Fine Art, Graphic Design and Aesthetic Experiences.
- Identify and articulate the key inventions created/discovered throughout history in order to for art and graphic design to be created on the computer in the 21st. Century.
- Explore and identify a range of career opportunities available for possible opportunities to enter into a field study.
- Research and define what Fine Art, Graphic Design and Aesthetic Experiences are. • Visually represent/illustrate using various computer applications and orally present what Fine Art, Graphic Design and Aesthetic Experiences.
- Research and identify the key inventions created/discovered throughout history in order for art and graphic design to be created on the computer in the 21st.

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Century.

- Visually represent/illustrate using various computer applications and orally present the key inventions created/discovered throughout history in order for art and graphic design to be created on the computer in the 21st. Century.
- Research, identify, and present a range of career opportunities available for exploration and/or possible opportunity to enter into a field study.
- Visually represent/illustrate using various computer applications and orally present a range of career opportunities available for exploration and/or possible opportunity to enter into a field study.
- Recognize and classify the Elements and Principles of Art in various works of art and graphic design projects
- Develop and articulate essential vocabulary necessary to critique artwork and graphic design
- PowerPoint/Google Slide - Review, Creation and Presentations.
- Toolbar Identification/Worksheets.
- Peer Tutorials of Favorite Photoshop Tools.
- Revision of Previous Photoshop Projects.

Assessments

Formative:

- Shortcut Quiz
- Kahoot Quiz.
- Writing/Critique Analysis.

Summative:

- Vocabulary Test
- Toolbar Test
- Elements and Principles of Art Test

Alternative:

- Observation of class and online discussions
- Teacher-student check-in's/conferences
- Student Preference Survey

Interdisciplinary Connections

Career Opportunity Presentation:

x Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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 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.

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 accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame

Unit 2: 2 Weeks

Topic

ADVANCED COLOR THEORY

Alignment to Standards

1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

1.2.12acc.Cr1c: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.

1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.

1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks,

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directed at specific purposes, audiences, and contexts.

1.2.12acc.Pr4a: Integrate various arts, media arts forms and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.

1.2.12acc.Pr5b: Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.

1.2.12acc.Re9a: Create and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.

1.2.12acc.Cn10a: Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.

Learning Objectives and Activities

SWBAT answer the following questions:

- How has Color Theory Evolved through the Course of History?
- What Major Discoveries Were Instrumental in the Development of Color Theory?
- How Can Color Influence the Viewer?
- Depending On What Medium the Viewer Will Be Receiving My Message, How Will it Affect My Color Choices?
- What Does Color Reveal About Me?
- How Can Color Communicate and Reinforce My Personal Message?

SWBAT demonstrate understanding of the following:

- Color is a critical tool in visual communication.
- Advanced color theory is important to the production of all art and graphic design projects
- Color advantages/limitations will depend upon various medium outputs.
- Color exploration through trial and error is an important tool for learning and subsequent successful art reproduction.

Learning Activities:

- Comprehend color theory history and implications for 21st Century computer art generation.
- Applying color theory to black and white compositions will dramatically affect message and meaning to a composition.
- Formalizing final color output requires significant trial and error for maximum effect.
- Teacher/student lead review of advanced color theory and history.

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- Students will explore color theory through trial and error for optimal effect and results.
- Students will revise a previous Black and White Composition with color to further enhance or alter its message using Photoshop.
- Color wheel creations using Photoshop.
- Color palette creations using Photoshop.

Assessments

Formative:

- Color Theory Quiz
- Kahoot Color Theory Quiz

Summative:

- Project Evaluations

Alternative:

- Observation of class and online discussions
- Teacher-student check-in's/conferences

Interdisciplinary Connections

Written Critique of Packaging Design:

LA.9-10.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.

Technology Integration

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:

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

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 accessibility options, capacities, and utility for accomplishing a specified task.

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 accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity

Time Frame	Unit 3: 3 Weeks
Topic	
PERSONAL EXPRESSION / ARTIST STATEMENTS / SELF PORTRAITURE	
Alignment to Standards	
1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes. 1.2.12acc.Pr4a: Integrate various arts, media arts forms and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions. 1.2.12acc.Pr5c: Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks. 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience. 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media	

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artworks, based on personal, societal, historical, and cultural contexts.

1.2.12acc.Cn10b: Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.

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?
- How do artists express themselves using a computer?
- 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 tools be used for my personal expression?
- What is an Artist Statement? How can an artist statement be used to formulate hat I want to express as an artist?

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 artists can express themselves.
- Artists influence each other directly and indirectly, impacting one's own self-expression.
- The development of an artist statement is vital in generating art and expressing one's artistic vision.

Learning Activities:

- 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.
- Conceptualizing, developing and writing an artist's statement is an important tool in finding one's artistic voice.

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- 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.

Assessments

Formative:

- Sketch book review.
- Peer and critique and analysis
- Multiple draft writing of artist statements.

Summative:

- Artist statement evaluation
- Major project evaluation

Alternative:

- Observation of class and online discussions.
- Teacher-student check-in's/conferences.

Interdisciplinary Connections

Written Artist Statement:

LA.9-10.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.

Technology Integration

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.

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:





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

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 accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame	Unit 4: 2 Weeks
Topic	
PATTERNS / OPTICAL ILLUSIONS / MANDALAS	
Alignment to Standards	
1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth 1.2.12acc.Cr1c: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic. 1.2.12acc.Cr2a: Organize and design artistic ideas for media arts productions 1.2.12acc.Cr2b: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic. 1.2.12acc.Cr3a: Apply aesthetic criteria in developing and refining media arts artwork. 1.2.12acc.Pr5c: Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts. 1.2.12.acc.Cn11a: Critically investigate and ethically interact with legal, technological,	

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systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do patterns reflect and/or identify various cultural backgrounds?
- How are patterns and themes reflective and expressive of one's personal cultural background?
- What Constitutes a Pattern? An Optical Illusion? Mandela? What are the Similarities and Differences between them?
- Why Is Precision and Accuracy Important in Creating a Pattern? What Photoshop Tools Effectively facilitated the Creation of Patterns?

SWBAT demonstrate understanding of the following:

- Patterns have been a part of society for centuries and are reflections of various cultural and social expression.
- What cultural and social influences today impact one's perceptions and belief systems?
- How can personal artistic expression reflect or reject current societal positions.
 - How can personal cultural background be expressed yet be inclusive in a diverse population.
- Specific Elements and Principles of Art are more conducive in creating successful patterns, optical illusions and mandelas.
- Precision and accuracy are important in creating successful patterns, optical illusions and mandelas.

Learning Activities:

- Pattern has been a means of representing various cultural and societal expression throughout history,
- Various and diverse cultural backgrounds influence artistic expression in the 21st Century.
- Identify which specific Elements and Principles of Art are key components of patterns..
- Specific Photoshop tools facilitate the ease and creation of patterns, optical effects and mandelas over hand drawing.
- Research, analyze and identify various pattern representations of societies throughout history.
- Examine what personal cultural backgrounds influence my artistic expression today.
- Research, analyze and categorize the key components of patterns.

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- Identify and apply the Photoshop tools necessary to facilitate and execute the creation of patterns, optical effects and mandelas.

Assessments

Formative:

- Sketchbook Review
- Collaborative Review and Critique.
- Lay-out specification check points
- Regular repeat and half-drop worksheets

Summative:

- Major project evaluation.

Alternative:

- Peer critique and analysis.
- Self critique.
- Observation of class and online discussions.
- Teacher-student check-in's/conferences

Interdisciplinary Connections

Research Patterns Utilized in World Cultures:

LA.9-10.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 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.

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to

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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.

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 accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity

Time Frame	Unit 5: 4 Weeks
Topic	
MARKETING: MULTIMEDIA DESIGN, TYPOGRAPHY, AND PACKAGING	
Alignment to Standards	
1.2.12acc.Cr1c: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic. 1.2.12acc.Cr2a: Organize and design artistic ideas for media arts productions. 1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes. 1.2.12acc.Pr5b: Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions. 1.2.12acc.Pr6a: Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels. 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience. 1.2.12acc.Re9a: Create and apply defensible evaluations in the constructive and	

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systematic critique of media artworks and production processes.

1.2.12acc.Cn10b: Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.

1.2.12.acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

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 role does the designer have in shaping what the consumer sees?
- What and how can the designer manipulate what he/she wants the consumer to buy?
- How can the Elements and Principles of Art be applied to help the designer express a unified vision across multi-print advertising vehicles?
- What Typography choices are important in enhancing and communicating the designer's message?
- What Elements and Principles Art Are Essential in Attracting a Consumer to a Specific Product Package.
- What is 3-D Product Packaged?
- What are the Main Types of Packaging and Materials?
- What Makes a Packaging Inexpensive/Expensive to Produce?
- How Can a Flat Piece of Artwork be Manipulated to Enclose a 3-D Object.

SWBAT demonstrate understanding of the following:

- Marketing and Advertising are important tools in consumer spending.
- Designers play a key role in deciding what the consumer sees and ultimately buys. • The Elements and Principles of Art are essential in shaping what the designer wants the consumer to see.
- Unity across multi-print vehicles is essential in communicating a cohesive marketing strategy.
- Cutting through the "clutter" is essential in today's world – How can "Less is More" be applied?
- Typefaces are important in communicating the designer's vision and creating clarity and emphasis to the consumer.
- "A picture is worth a thousand words" but can also lead to a thousand misinterpretations.

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- Packaging Design is an important tool in marketing and advertising and consumer spending.
- Designers play a key role in deciding what the consumer sees and ultimately buys.
- The Elements and Principles of Art are essential in shaping what the designer wants the consumer to see and buy.
- Unity is essential in communicating a cohesive packaging and marketing strategy.
- Cutting through the “clutter” is essential in today’s world – How can “Less is More” be applied to Packaging Design?
- Specific Typefaces are important in communicating the designer’s vision and creating clarity for emphasis to the consumer.
- When is using a picture advantageous? When does a picture limit the designer’s vision and consumers’ interest?
- Being able to visualize 3-dimensionally is an essential skill to transform a 2-dimensional piece of art into a 3-dimensional package.

Learning Activities:

- Clearly identify and define the differences between Media Channels and Target Markets.
- Which Elements and Principles of Art are more important than others in creating clear, impactful and unified marketing materials?
- Analyze, differentiate and select specific Typefaces essential in designing impactful marketing materials.
- Advertising and marketing materials have evolved over the course of history as inventions and technology have evolved.
- Research and explain major inventions.
- Research and reporting of various marketing campaigns.
- Packaging Design is an important tool in marketing and advertising and consumer spending.
- Designers play a key role in deciding what the consumer sees and ultimately buys.
- The Elements and Principles of Art are essential in shaping what the designer wants the consumer to see and buy.
- Unity is essential in communicating a cohesive packaging and marketing strategy
- Cutting through the “clutter” is essential in today’s world – How can “Less is More” be applied to Packaging Design?
- Specific Typefaces are important in communicating the designer’s vision and creating clarity for emphasis to the consumer.

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- When is using a picture advantageous? When does a picture limit the designer's vision and consumers' interest?
- Being able to visualize 3-dimensionally is an essential skill to transform a 2-dimensional piece of art into a 3-dimensional package.
- Research, analyze and deconstruct various packaging constructions.
- Conceptualize and sketch multiple ideas for a consumer packaging concept.
- Peer review and critique of multiple packaging concept options.
- Formulate and design a packaging concept for a real life consumer product.
- Execute and construct a mock-up for the consumer product.
- Reflect, analyze and critique completed packaging design and make suggestions for future revisions.

Assessments

Formative:

- Sketch book review.
- Peer critique and analysis.
- Self critique.
- Analysis and Report.
- Prototype construction.

Summative:

- Major project evaluation.

Alternative:

- Observation of class and online discussions.
- Teacher-student check-in's/conferences

Interdisciplinary Connections

Typeface Research:

LA.9-10.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 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.

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.

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 accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame	Unit 6: 3 Weeks
Topic	
ADOBE InDESIGN • INTRO • DRAWING/PATHS/TYPEFACE • CREATING MULTI-PAGE BROCHURES	
Alignment to Standards	
1.2.12prof.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth. 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.	

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1.2.12acc.Cr1d: Apply aesthetic criteria in developing and refining media arts artwork.

1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.

1.2.12acc.Pr4a: Integrate various arts, media arts forms and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.

1.2.12acc.Pr5b: Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.

1.2.12acc.Pr5c: Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.

1.2.12acc.Cn10a: Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.

Learning Objectives and Activities

SWBAT answer the following questions:

- What Are The Key Differences Between Adobe Photoshop, Adobe Illustrator and InDesign?
- What Tools Are Similar/Different in InDesign vs. Illustrator vs. Photoshop?
- How Do the Functionalities of the Drawing, Paths and Typeface Tools Differ from InDesign, Illustrator and Photoshop?
- How Do InDesign, Illustrator and Photoshop Drawing, Paths and Typeface Tools Affect the Execution of the Elements and Principles of Art?
- What has been the Evolution the Printing Process and How has it Affected Graphic Design?
- What are the Key Differences Between Single Color, Multi-Color, CMYK and Digital Photographic Printing Reproduction?
- What Functions of the Technical Printing Process Restrict and/or Limit the Design Parameters of Multi-Page Document?
- What Elements and Principles of Art are Most Effective in Multi-Page Document Creation? How Does a Flat Piece of Artwork Have to be Manipulated to Create a Multi-Page Document?
- What InDesign Tools Most Effectively Execute a Multi-Page Document?
- What Electronic Data Files Are Essential in the Transmission of Digital Art for a MultiPage Document in the 21st. Century?

SWBAT demonstrate understanding of the following:

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- There are key differences between Adobe Photoshop, Adobe Illustrator and InDesign and it is imperative to identify in which program a design project should be designed.
- Different graphic design projects require different digital output and selecting the correct program is important.
- Adobe InDesign, Illustrator and Photoshop contain similar yet different functioning tools and it's important to master all three systems in order to achieve functioning output digital files.
- There are key differences between Adobe InDesign, Photoshop and Illustrator and it is imperative to identify if a design project needs to be created in vector based art or digital based art.
- There are pros and cons to vector based art vs. digital based art and it's important to decide if Adobe InDesign, Illustrator or Photoshop is best to create the original artwork.
- Different graphic design projects require vector based output vs digital based art and selecting the correct program is important.
- Adobe InDesign, Illustrator and Photoshop contain similar yet different functioning tools and it's important to master all systems in order to achieve functioning output digital files.
- The InDesign drawing, paths and typeface tools function differently than the Illustrator and Photoshop tools and will affect the execution of the Elements and Principles of Art
- Examine and identify if a design project needs to be created in vector based art or digital based art and then select if Adobe InDesign, Illustrator or Photoshop should be used.
- Different graphic design projects require vector based output vs digital based art and selecting the correct program is important.
- Adobe InDesign, Illustrator and. Photoshop contain similar yet different functioning drawing, paths and Typeface tools and it's important to master both systems in order to achieve functioning output digital files.
- The mastery of InDesign, Illustrator drawing, paths and typeface tools will affect the execution of the Elements and Principles of Art.
- Students will research, analyze and differentiate the difference between InDesign, Illustrator vs. Photoshop Drawing and Path Tools.
- Students will conceptualize and create simple graphic layout designs using the InDesign, Drawing, Path and Typeface Tools.
- Students will effectively visually demonstrate the Elements and Principles of Art utilizing the InDesign, Drawing, Path and Typeface Tools.
- The printing process has evolved over time and has been an integral part in the design or printed materials.

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- Printing production utilizes specific manufacturing processes which affect costs and have a direct correlation to design parameters.
- Being able to visualize 3-dimensionally is an essential skill to transform a 2-dimensional piece of art into a multi-page document.
- Specific Elements and Principles of Art will affect strong multi-page graphic design.
- Mastery of specific InDesign tools are essential in multi-page reproduction.
- Mastery of selecting, saving and successfully transmitting various digital files is essential in communication for various printing processes in the 21st. Century.

Learning Activities:

- Examine and identify a specific graphic design project's design parameters and then select if InDesign, Adobe Illustrator or Adobe Photoshop should be used.
- There are key program functionality differences between Adobe InDesign, Photoshop and Illustrator and it is imperative to which program to create the original artwork.
- Different graphic design projects require vector based output vs digital based art and selecting the correct program is important.
- Adobe InDesign, Illustrator and. Photoshop contain similar yet different functioning tools and it's important to master all systems in order to achieve effective functioning output digital files.
- Students will research, analyze and differentiate the difference between Vector based graphics vs. digital based graphics.
- Students will explore Adobe InDesign, Illustrator and compare/contrast InDesign, Illustrator Tools vs. Photoshop Tools.
- Students will identify what type of design projects require vector based output vs digital based art and selecting the correct program for creating original art.
- Students will differentiate InDesign, Adobe Illustrator and Photoshop tools master InDesign tools in order to achieve functioning output digital files.
- Understand how the evolution of the printing process has had an intrical part graphic design and visual communication.
- Distinguish key manufacturing processes necessary for printing production and reverse engineer a multi-page document compatible with specific costing parameters.
- Identify which Elements and Principles of Art will have the most effect for a strong multi page graphic design.
- Design and construct a prototype for real-life printing of a multi-page document.
- Examine, identify, evaluate and resolve the issues involved in designing a 2-dimensional multi-page layout which can be successfully printed multi-page document.

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- Successfully select the most appropriate InDesign Tools to effectively execute a multi-page document for printing reproduction?
- Mastery of differentiating, selecting, saving and successfully transmitting various digital files is essential in communicating for printing in the 21st. Century
- Understand how the evolution of the printing process has had an intricate part graphic design and visual communication.
- Distinguish key manufacturing processes necessary for printing production and reverse engineer a multi-page document compatible with specific costing parameter.
- Research, investigate and formulate the key printing manufacturing technology processes necessary for multi-page printing .
- Identify and apply Specific Elements and Principles of Art which will effectively create strong multi-page graphic designs.
- Identify and apply the necessary InDesign tools to facilitate and execute a successful printed multi-page document.
- Successfully transmit an electronic design file suitable for multi-page document printing.
- Research, analyze and deconstruct various multi-page documents.
- Conceptualize and sketch multiple ideas for a multi-page document.
- Peer review and critique of multi-page document concept options.
- Formulate and design a multi-page document for a real life design problem.
- Execute and construct a mock-up for a multi-page document.
- Reflect, analyze and critique completed printed multi-page document and make suggestions for future revisions.

Assessments

Formative:

- Sketchbook Review
- Graphic layout concepts.
- Collaborative Review and Critique.
- In-Design Drawing, Illustrator, Path and Typeface Exercises.

Summative:

- Project demonstrating elements and principles of art using InDesign, and Photoshop tools

Alternative:

- Observation of class and online discussions.
- Teacher-student check-in's/conferences.

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Interdisciplinary Connections

Research, analyze and deconstruct various multi-page documents:

LA.9-10.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 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

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame

Unit 7: 2 Weeks

Topic

MULTIMEDIA COLLAGE

Alignment to Standards

1.5.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

1.5.12acc.Cr1b: Organize and design artistic ideas for media arts productions.

1.5.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create and persuade through multimodal perception when addressing global issues including climate change.

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1.5.12acc.Cn10a: Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.

1.2.12adv.Pr4a: Integrate various arts, media arts forms and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is Collage? What is Multi-Media Collage? What are the Similarities/Differences?
- How has Multi-Media Collage Evolved Over the Course of Art History?
- How Has Collage been a Means of Socio-Political and Personal Artistic Expression?
- How Can Digital Art and Traditional Art Processes be Combined to Create More Effective Visual Art?
- How Can Multi-Media Collage Further Enhance One's Artistic Expression?

SWBAT demonstrate understanding of the following:

- Collage and Multi-Media Collage have evolved over the 20th and 21st Centuries to aid and enhance an artist's socio-political and personal expression.
- Digital art and traditional art processes can be combined to create effective visual art and personal expression.
- Various artistic effects can be accomplished through digital art and/or traditional art processes. Some effects can be accomplished by both; other effects can only be accomplished through one-or-the-other process.
- Experimentation and even failure are important learning milestones in the artistic process for successful personal artistic expression.

Learning Activities:

- Identification and explanation of how collage and multimedia collage have evolved over the 20th and 21st centuries art important to aid and enhance one's artist's socio-political and personal expression.
- Digital art and traditional art processes be combined to create effective visual art.
- Multi-media collage can further enhance one's artistic expression.
- Identification, selection and application of both digital and traditional art process can further enhance one's artistic expression.
- Experimentation and continuous trial and error are important learning tools in

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the formulation of one's artistic personal expression.

- Students will research and investigate various artists' multimedia collages.
- Students will research, reflect and critique various artists' multimedia collages.
- Students will evaluate and select the most appropriate Elements and Principles of Art to create effective multimedia collages.
- Students will utilize various computer tools to create blended images and combine with traditional arts media to create multimedia collages.
- Students will utilize various digital media and/or cameras to explore multimedia collages.
- Students will utilize all Photoshop tools available to them to create digital multimedia.

Assessments

Formative:

- Sketch book review.
- Peer critique and analysis.
- Self critique.

Summative:

- Major project evaluation

Alternative:

- Observation of class and online discussions.
- Teacher-student check-in's/conferences

Interdisciplinary Connections

Research Artists Who Create Multimedia Collages:

LA.9-10.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 Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms:

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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.

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

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame	Unit 8: 3 Weeks
Topic	
INDEPENDENT STUDY/PORTFOLIO DEVELOPMENT	
Alignment to Standards	
1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth. 1.2.12acc.Cr3b: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic. 1.2.12acc.Pr5c: Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions 1.2.12acc.Pr6a: Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels 1.2.12acc.Cn10b: Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.	

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1.2.12.acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

Learning Objectives and Activities

SWBAT answer the following questions:

- Who am I? What do I want to express as an artist/graphic designer?
- What Elements and Principles of Art do I want to use to enhance my personal expression/statements about myself and society?
- Depending On What Medium the Viewer Will Be Receiving My Message, How Will it Affect My Color Choices? How Can Color Communicate and Reinforce My Personal Message?
- Depending on the Specific Art Project Should Vector Based Output or Digital Art be created?
- Should Multi-Media or Pure Digital Art Enhance My Artistic Expression?
- In What Adobe Program Should an Electronic File Be Created to Successfully Reproduce a Piece of Computer Art or Graphic Design?
- What Functions of the Technical Printing Process Restrict and/or Limit the Design Parameters of a Design and in which Adobe Program Should be Used to Create those Electronic Files?
- How Should Electronic Files be Shared Between Adobe InDesign, Illustrator and Photoshop Programs In Order to Successful.
- What Digital Platforms will best Communicate One's Artistic Vision and Art Portfolio in the 21st Century?

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 artists can express themselves. The Adobe InDesign, Illustrator and Photoshop Programs differ and understanding the interfaces between them is essential in order to successfully create and reproduce various graphic designs.
- Selecting the most effective Adobe Program to create an electronic file is important to successfully reproduce various graphic designs?
- The technical functions of the printing process restrict and/or limit the design parameters of graphic design and identifying which Adobe program should be used to create those electronic files is essential.

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- Clear understanding of how electronic files are shared between Adobe InDesign, Illustrator and Photoshop Programs is essential in successfully transmitting digital art for a reproduction of graphic designs in the 21st. Century?
- Various Digital Platforms exist in the 21 Century. B selecting and using different platforms will assist in expanding one's artistic voice and art portfolio to the appropriate audience.

Learning Activities:

- 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.
- Using the computer to manipulate/enhance digital images is an important tool to assist in the artist's statement and vision.
- Identify which Elements and Principles of Art will have the most effect for a strong graphic design pr personal expression.
- Design and construct a prototype for real-life printing of a graphic design.
- Successfully select the most appropriate Adobe Program to create various electronic documents and share them between the InDesign, Illustrator and Photoshop Programs to successfully execute and print the final graphic design.
- Mastery of differentiating, selecting, saving and successfully transmitting various digital files is essential in communicating for printing in the 21st. Century.
- Research and Identify various digital media platforms to determine which platforms will most effectively communicate one's artistic vision and portfolio.
- Identify and apply specific Elements and Principles of Art which will effectively create strong graphic design.
- Conceptualize and sketch multiple ideas for various graphic designs.
- Peer review and critique of graphic design concept options.
- Identify, select and create in each of the appropriate Adobe Programs to facilitate and execute a successful graphic design.
- Successfully share between InDesign, Illustrator and Photoshop multiple digital files, to successfully print and reproduce a graphic design.
- Execute and construct a mock-up for various graphic design concepts.
- Students will formulate and write artist statements for themselves.
- Students will peer critique artist statements.
- Reflect, analyze and critique completed artistic work and make suggestions for future revisions.
- Students will select the most personal and important works from their portfolio

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and create/post to the most appropriate digital media platforms.

Assessments

Formative:

- Sketch book review.
- Peer and self-critique and analysis.
- Artist statement creation and evaluation.

Summative:

- Major project evaluation.
- Portfolio Update
- Portfolio Posting on Digital Media Platforms.

Alternative:

- Observation of class and online discussions
- Teacher-student check-in's/conference

Benchmark:

- Portfolio assessment and final evaluation.

Interdisciplinary Connections

Written Artist Statements:

LA.9-10.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.

Technology Integration

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.

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:

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

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 accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

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

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