

Black Horse Pike Regional School District
580 Erial Road, Blackwood, NJ 08012

Graphic Design 3

COURSE OF STUDY

Fine Arts Department

Written By:

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Date:

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Approved by:

Marcie Geyer, Director of Curriculum & Instruction

GRAPHIC DESIGN 3
SYLLABI

COURSE OVERVIEW & DESCRIPTION

Graphic Design 3 – 5 Credits, Grade 11-12

Prerequisite: 85 Average or Higher in Graphic Design 2 or Teacher Recommendation

This course is designed for students with a strong foundation in graphic design who wish to continue to develop and elevate their artistic abilities to a professional level. Students will refine their visual communication skills through a series of intensive projects and critiques. They will deepen their understanding in design principles and will explore advanced digital art techniques. Students will be expected to know and understand the importance of typography, layout, branding and digital media- blending traditional Art & Design with Computer Skills. Emphasis will be placed on creative problem-solving, conceptual thinking, and developing a distinctive personal style. Students will work with industry-standard tools such as Adobe Creative Suite and other web based programs, and explore real-world applications including packaging design, motion graphics, and user interface (UI) design. The course prepares students for academic advancement or entry into the professional design industry.

Emphasis will be placed on ethical design practices, audience empathy, and using visual storytelling to promote positive change.

By the end of the course, students will have a professional-level portfolio that not only showcases their technical proficiency but also reflects a commitment to meaningful, socially engaged design.

PACING GUIDE

Unit 1: ART WITH A CAUSE

- Review of Safety (1-2 Days)
- Review of Care of Equipment (1-2 Days)
- Review of class & school procedures (1-2 Days)
- Review of Software Navigation (Adobe Illustrator & Photoshop) (5-6 Days)
- Creative Process/Idea generation (1-3Days)
- Reflection & Critique (2-4 Days)
- Ethical Art History (5-6 Days)
- Explore Art with a Cause: environment, social justice, human, current events (10-15 Days)
- Introduce Art Careers (3-4 Days)
- Finding Personal Connections with History, Culture, & Self Meaning (3-5 Days)
- Website/Portfolio Building (2-5 Days)

Unit 3: EXPLORING GRAPHIC DESIGN PROGRAMS

- Advanced Concepts and Projects Incorporating the Elements and Principles of Art and Design (5-7 Days)
- Critique/Aesthetics (2-4 Days)
- Digital Design/Modern Art History (5-6 Days)
- Explore a variety of programs, materials and tools. **Examples:** Drawing Tablets, Adobe InDesign, Adobe Firefly, AI, Animate, Canva, Fresco, Express, Apps etc allowing students to use what is available to them outside of the classroom (10-15 Days)
- Website & Portfolio Building (2-5 Days)

Unit 2: VISUAL STORYTELLING: DESIGNING AN IDENTITY

- Advanced concepts and projects Incorporating the Elements and Principles of Art and Design (4-5 Days)
- Advanced concepts and projects Incorporating mockups and photo manipulation (10-15 Days)
- Incorporate non-digital art mediums (3-4 Days)
- Critique/Aesthetics (2-4 Days)
- Local art history and current initiatives (10-12 Days)
- Finding personal connections within artmaking (6-7 Days)
- Incorporating personal culture and community to the artmaking process (5-7 Days)
- Personal branding for website & portfolio building (5-6 Days)

Unit 4: CAREER READINESS

- Advanced concepts and projects Incorporating the Elements and Principles of Art and Design (4-5 Days)
- Advanced concepts and projects incorporating mockups and photo manipulation (5-6 Days)
- Critique/Aesthetics (2-4 Days)
- Current art trends: professional portfolios (5-6 Days)
- Introduction to career paths and their requirements (4-5 Days)
- Marketing and packaging, app design, advertisement (10-15 Days)
- Website & portfolio building (2-5 Days)
- Art show exhibition (5-10 Days)

ASSESSMENT CATEGORIES & WEIGHTS

Projects/ Tests	Classwork / Participation	Critique/ Homework	Total
50%	30%	20%	= 100%

<p>Total # of points earned on projects</p> <p># of assignments</p> <p>The final grades for all Projects / Tests are worth 50% of total grade for the Marking Period.</p>	<p>Each Week you will be given a possibility of 10 points a day. If you choose not to work, 10 points a day will be deducted from your class work / participation grade.</p> <p>The final Classwork / Participation grade is worth 30% of total grade for the Marking Period.</p>	<p>Total # of points earned on critiques/ homework</p> <p># of assignments</p> <p>The final Critique grade is worth 20% of total grade for the Marking Period.</p>	<p>Total Grade =</p> <p>The final grade is the combined # of points earned on Projects/Tests, Classwork/Participation, and Critique / Homework for the Marking Period.</p>
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REQUIREMENTS & EXPECTATIONS

- Students enrolled in this advanced computer-lab based graphic design course are expected to have successfully completed the Graphic Design 2 course with an average of 85 or higher for the year.
- Students are expected to demonstrate proficiency with Adobe Photoshop and Illustrator and be able to navigate a desktop computer interface successfully and respectfully
- Students are expected to show active participation in class critiques and discussions and show an understanding of the time management involved in working on independent projects
- Students are expected to manage files and assignments in correct formats
- Students are expected to adhere to all Black Horse Pike Regional School district policies

CORE SKILLS

Art in school is both a body of knowledge and a series of activities.

The goal of art education is the development of these areas:

- **Art Design and Digital Production** – The process of making and printing art.
- **Art Criticism** - Responding to and making judgments about the properties and qualities that exist in visual forms.
- **Art History** - Acquiring knowledge about the contributions artists and art make to culture and society.
- **Aesthetics** - Understanding the nature, meaning, and value of art.
- **Craftsmanship**- The quality of design and both digital & handmade works of art.
- **Studio Habits**- The artist is responsible for studio, tools, and equipment in a shared work environment.

CURRICULUM UNITS

UNIT 1					
TITLE	ART WITH A CAUSE				
OVERVIEW & SUMMARY	<p>This unit is designed to guide students’ understanding of FORM & FUNCTION.</p> <p>Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about balancing aesthetics with purpose—melding color, shape, layout, and typography to communicate effectively and evoke emotion and uses inquiry to engage students in learning processes that develop critical thinking about intent behind design and contextual appropriateness.</p> <p>Students will analyze artistic intent, messages, and target audiences and evaluate how design functions in its environment or culture and the social narratives it supports as they consider real-world connections to collaborative design with peers, tech students, or community members that fosters authentic connections and to experiences relevant to the culture of learners in the classroom.</p> <p>Students will have agency to create art with personal connections to their history, culture and self meaning.</p> <p>Assessment will engage students in self and peer evaluation as well as program navigation review from previous courses and be used to help students set learning goals for future projects.</p>				
ESSENTIAL QUESTIONS	<p style="text-align: center;"><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What is social justice? 2. How can art positively or negatively affect a social cause? 3. How can color, symbolism, layout, and visual metaphors carry different meanings across cultures? 4. How do stereotypes influence how we look at and understand the art world? 5. What is creativity and what is its importance for the individual/culture? 				
LEARNING TARGETS	<p style="text-align: center;"><u>Learning Targets & Standards</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 60%; padding: 5px;"> 1. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. </td> <td style="width: 40%; padding: 5px;">1. 1.5.12acc.Cr1b</td> </tr> <tr> <td style="padding: 5px;"> 2. Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. </td> <td style="padding: 5px;">2. 1.5.12acc.Cr2a</td> </tr> </tbody> </table>	1. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	1. 1.5.12acc.Cr1b	2. Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	2. 1.5.12acc.Cr2a
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<p>ASSESSMENT PLAN</p>	<p style="text-align: center;"><u>Assessments:</u></p> <p>Formative Assessments will include written warm up questions, oral one on one teacher / student work review conversations and class discussions implementing strategic questioning and critique. Students will also receive weekly classwork grades based on their time management skills and participation efforts. Students will be required to turn in ‘in progress’ images to document change from the start of the class period to the end of the class period at specific intervals.</p> <p>Summative Assessments will include turning in via classroom the completed file saved with the correct name and file type(s). At the end of each Major Assessment a critique- formal or informal- will be held allowing each student the opportunity to view all projects submitted to discuss aesthetic decisions as well as assignment relevance.</p> <p>Performance Assessments: Each project will be graded using the following project rubric:</p> <ul style="list-style-type: none"> 20% - Time/ Effort 20% - Technique/ Tools 20% - Craftsmanship 20% - Composition/ Elements & Principles 20% - Creativity & Originality <p>Critique Grade – Analyzing and evaluating artwork through written and verbal responses.</p> <p>Homework Grade – completing materials that reinforce concepts</p> <p>Classwork Grade – working consistently and using time wisely in class</p>						

INSTRUCTIONAL STRATEGIES & RESOURCES

Instructional Strategies & Unit Resources:

Student learning will be supported through the use of a variety of resources.

1. Adobe Suite- Each student in the district will have access to their own Adobe Creative Cloud Log in, giving them access to Adobe Illustrator, Photoshop and InDesign. Students will have access to their Adobe Log in and files in school but also using any desktop personal computer allowing them to work from home or a local public library. Students will have access to fonts.adobe.com as well as color.adobe.com to investigate typeface families as well as access a swatch generator. Students will be expected to produce original art pieces using the Adobe Suite.
2. Google Suite- Each student will utilize their district gmail account to use and save files to their Google Drive and Google Site. Students will be expected to create a personal website/portfolio.
3. Websites/Internet Resources will allow students to do research and investigation as well as idea building and problem solving. Students may use websites such as Unsplash.com to have access to high quality images. They may also need to utilize social media sites such as instagram, behance or dribbble to discover new art, artists and art styles.
4. Students will be exposed to different artists and art styles through various Teacher-Guided Presentations, Online tutorials, Virtual Museum Tours, YouTube, and a myriad of sources which provide the most up to date digital art.
5. To encourage students to consider multiple perspectives they will be shown artwork from a variety of artists. Students will focus on artists from a variety of ethnic backgrounds and races.
6. Students will be expected to write a personal reflection at the end of each major assignment.
7. Students will receive weekly feedback from the teacher, but will also participate in class or small group discussions at the completion of assignments to discuss areas of success and areas which need improvement.
8. Students will be expected to analyze artwork and write critiques based on the concepts and techniques introduced. Responses to “Do Now” or “Warm up” activities will reinforce concepts and vocabulary. Students will complete current event research specific to the art world.

Assignment Examples:

Create a digital shadowbox inspired by African American artist/activist Kara Walker

Create a collage showcasing life from a perspective of someone with a disability inspired by Henri Matisse

A commentary on social contrast poster inspired by Barbara Kruger

Possible Field Trips:

Career and College Exploration

Public Art Exhibits

Museums

VOCABULARY

Vocabulary

Tier 2: (high-frequency words used throughout the unit)

- 1. Concept & Purpose : advocacy, message, audience, intent, empathy, visual narrative
- 2. Design & Communication: symbolism, metaphor, emphasis, perspective
- 3. Social & Cultural Relevance: cultural awareness, representation, bias, equity, activism
- 4. Media & Technique: poster design, infographic, color psychology
- 5. Digital & Real World Application: call to action (CTA), public awareness, campaign, slogan

Tier 3: (discipline-specific words used throughout the unit)

- 1. Elements of Art: line, shape, form, space, color, texture, and value
- 2. Principles of Art: balance, emphasis, movement, pattern, rhythm, unity, and variety
- 3. Digital & Technical Art Terms: resolution, vector, raster, mockup, branding, proximity, composition, typography, mixed media

ACCOMODATIONS & MODIFICATIONS

Accommodations & Modifications

General Education	IEP
504	Multilingual Learners
Students at-risk	Gifted and Talented

- Use of visual aids, such as whiteboard, projector, Smartboard, project samples, instructional demonstration videos.
- Read the directions and/or writing prompt aloud.
- Repeat and clarify directions.
- Give step by step directions, outline the steps in writing.
- Underline or highlight important words in the directions.
- Break long assignments into parts. Set a separate due date for each part.
- Reduce the total amount of work when appropriate.
- Give partial credit for late or incomplete work until the students are able to complete their work on time.
- Provide students with a folder/binder to assist with organization.
- Regularly check files and saving locations for accuracy and organization
- Give students a checklist of materials which will be needed for each class.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near the area of instruction.

	<p>- Provide individual or small group instruction when possible.</p>								
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>INTEGRATION OF 21ST CENTURY SKILLS CAREER READINESS</p>	<p style="text-align: center;"><u>Interdisciplinary Connections & 21st Century Themes & Skills</u></p> <p><u>English Language Arts:</u> Participate in written and oral critiques and require students to develop strong communication skills through writing project proposals, analyzing visual messaging, and crafting compelling narratives in their design work.</p> <table border="1" data-bbox="464 401 1515 972"> <tr> <td data-bbox="464 401 987 651">L.KL.11-12.2.</td> <td data-bbox="987 401 1515 651">Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</td> </tr> <tr> <td data-bbox="464 651 987 972">SL.PE.11-12.1.</td> <td data-bbox="987 651 1515 972">Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td> </tr> </table> <p><u>Math:</u> Expose students to practical applications such as calculating proportions, scaling images, understanding geometry in layout design, and using grids and measurements to create balanced compositions.</p> <p><u>History & Social Studies:</u> Introduce various artists, art movements, and art styles throughout history; reflect on meaning and symbolism throughout art history through exposure to relevant pieces and examine the social issues associated within that time period.</p> <p><u>Technology:</u> Use a combination of technological devices to enhance learning and interest in subject matter (Google Suite, Adobe Suite, Web Based programs, Screencastify Demo Videos).</p> <p><u>Career Readiness:</u> Provide hands-on experience with industry-standard software, fostering creative problem-solving skills and simulating real-world design projects/jobs that mirror professional expectations.</p> <table border="1" data-bbox="464 1738 1515 1976"> <tr> <td data-bbox="464 1738 987 1906"><i>With a growth mindset, failure is an important part of success.</i></td> <td data-bbox="987 1738 1515 1906"><i>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</i></td> </tr> <tr> <td data-bbox="464 1906 987 1976"><i>Innovative ideas or innovation can</i></td> <td data-bbox="987 1906 1515 1976"><i>9.4.12.CI.2: Identify career pathways</i></td> </tr> </table>	L.KL.11-12.2.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	SL.PE.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	<i>With a growth mindset, failure is an important part of success.</i>	<i>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</i>	<i>Innovative ideas or innovation can</i>	<i>9.4.12.CI.2: Identify career pathways</i>
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	<p><i>lead to career opportunities.</i></p>	<p><i>that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</i></p>
<p><u>21st Century Themes & Skills:</u> An advanced high school graphic design course connects to 21st-century themes and skills by teaching students how to use industry-standard software like Adobe Creative Suite to solve real-world design problems, collaborate on digital projects, analyze media messages critically, and create visually compelling content that addresses global issues, social justice, and cultural diversity.</p>		

UNIT 2	
TITLE	VISUAL STORYTELLING: DESIGNING AN IDENTITY
OVERVIEW & SUMMARY	<p>This unit is designed to guide students’ understanding of the role of both personal and cultural narratives. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about the connection between personal experiences and cultural influence in relation to design and uses inquiry to engage students in learning processes that develop critical thinking about visual communication across cultures and demographics. Students will analyze and evaluate how the elements of art and principles of design add meaning and symbolism to works of art as they consider real-world connections to local art initiatives, social or cultural identity design, news and infographics and to experiences relevant to the culture of learners in the classroom.</p> <p>Students will have agency to create works of art that relate to themselves, their culture and community through visual narratives.</p> <p>Assessment will engage students in both teacher and student led critiques as well as rubric-based feedback and be used to refine their portfolio.</p>
ESSENTIAL QUESTIONS	<p style="text-align: center;">Essential Questions: <i>These questions establish WHY students are learning about the particular content;</i></p> <ol style="list-style-type: none"> 1. <i>How do personal experiences and cultural heritage shape visual narratives in design?</i> 2. <i>What symbols, motifs, or visual metaphors best represent a person’s identity or community?</i> 3. <i>How can visual elements and design principles convey meaning across different cultures?</i> 4. <i>How do designers determine whether their visual choices effectively communicate identity and meaning?</i> 5. <i>How does applying elements of art and design principles-like color, balance and hierarchy enhance visual storytelling?</i> 6. <i>In what ways does learning about others’ cultures through design foster empathy and understanding?</i>

LEARNING TARGETS

Learning Targets & Standards

This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.

Provide an outline of learning targets, aligned with NJSL standards.

Learning Targets should reflect goals for all levels of [Bloom's Taxonomy](#).

Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.	1.5.12adv.Cr1b
Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	1.5.12adv.Cr2a
Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.	1.5.12adv.Cr2c
Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	1.5.12adv.Cr3a
Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	1.5.12adv.Pr4a
Investigate, compare and contrast methods for preserving and protecting art.	1.5.12adv.Pr5a
Make, explain and justify connections between artists or artwork and social, cultural and political history.	1.5.12acc.Pr6a

ASSESSMENT PLAN

Assessments:

Formative Assessments will include written warm up questions, oral one on one teacher / student work review conversations and class discussions implementing strategic questioning and critique.

	<p>Students will also receive weekly classwork grades based on their time management skills and participation efforts. Students will be required to turn in 'in progress' images to document change from the start of the class period to the end of the class period at specific intervals.</p> <p>Summative Assessments will include turning in via classroom the completed file saved with the correct name and file type(s). At the end of each Major Assessment a critique- formal or informal- will be held allowing each student the opportunity to view all projects submitted to discuss aesthetic decisions as well as assignment relevance.</p> <p>Performance Assessments: Each project will be graded using the following project rubric:</p> <ul style="list-style-type: none"> 20% - Time/ Effort 20% - Technique/ Tools 20% - Craftsmanship 20% - Composition/ Elements & Principles 20% - Creativity & Originality <p>Critique Grade – Analyzing and evaluating artwork through written and verbal responses.</p> <p>Homework Grade – Completing materials that reinforce concepts</p> <p>Classwork Grade – Working consistently and using time wisely in class</p>
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<p>INSTRUCTIONAL STRATEGIES & RESOURCES</p>	<p style="text-align: center;"><u>Instructional Strategies & Unit Resources:</u></p> <p>This section establishes HOW student learning will be supported.</p> <ol style="list-style-type: none"> 1. Adobe Suite- Each student in the district will have access to their own Adobe Creative Cloud Log in, giving them access to Adobe Illustrator, Photoshop and InDesign. Students will have access to their Adobe Log in and files in school but also using any desktop personal computer allowing them to work from home or a local public library. Students will have access to fonts.adobe.com as well as color.adobe.com to investigate typeface families as well as access a swatch generator. Students will be expected to produce original art pieces using the Adobe Suite. 2. Google Suite- Each student will utilize their district gmail account to use and save files to their Google Drive and Google Site. Students will be expected to create a personal website/portfolio. 3. Websites/Internet Resources will allow students to do research and investigation as well as idea building and problem solving. Students may use websites such as Unsplash.com to have access to high quality images. They may also need to utilize social media sites such as instagram, behance or dribbble to discover new art, artists and art styles. 4. Students will be exposed to different artists and art styles through various Teacher-Guided Presentations, Online tutorials, Virtual Museum Tours, YouTube, and a myriad of sources which provide the most up to date digital art. 5. To encourage students to consider multiple perspectives they will be shown artwork from a variety of artists. Students will focus on artists
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	<p>from a variety of ethnic backgrounds and races.</p> <ol style="list-style-type: none"> 6. Students will be expected to write a personal reflection at the end of each major assignment. 7. Students will receive weekly feedback from the teacher, but will also participate in class or small group discussions at the completion of assignments to discuss areas of success and areas which need improvement. 8. Students will be expected to analyze artwork and write critiques based on the concepts and techniques introduced. Responses to “Do Now” or “Warm up” activities will reinforce concepts and vocabulary. Students will complete current event research specific to the art world. <p>Assignment Examples:</p> <ul style="list-style-type: none"> - Community Mural Proposal - Design a mural concept for your home town, country or larger community. Use photo manipulation to create a realistic mockup. - Infographic - This assignment uses both text and visuals to communicate information or tell a story about a personally meaningful topic. Some examples could include an endangered species, voter registration, weather and climate, or even a recipe . Students will consider the audience, hierarchy, typography visuals and color scheme. - Personal Branding - Students will design their own personal logo that represents themselves to be used across different media. <p>Possible Field Trips: Career and College Exploration Public Art Exhibits Museums</p>
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VOCABULARY	<p style="text-align: center;"><u>Vocabulary</u></p> <p><i>Tier 2: (high-frequency words used throughout the unit)</i></p> <ul style="list-style-type: none"> - Concept & Purpose : Intentionality, Conceptual Framework, Purpose-Driven Design, Metaphor, Emotional Impact, Audience Awareness - Design & Communication: Grid System, Rhythm, Proportion, Alignment, Whitespace, Legibility - Social & Cultural Relevance: Cultural Appropriation, Empowerment, Heritage, Activism, Inclusivity, Narrative Framing, - Media & Technique: Surface Texture, Impasto, Collage, Stenciling, Glazing, Digital Brush - Digital & Real World Application: Responsive Design, Interactive Media, Metadata, Wireframing, Versioning, Augmented Reality, <p><i>Tier 3: (discipline-specific words used throughout the unit)</i></p> <ol style="list-style-type: none"> 4. Elements of Art: line, shape, form, space, color, texture, and value 5. Principles of Art: balance, emphasis, movement, pattern, rhythm, unity, and variety 6. Digital & Technical Art Terms: Bezier Curve, Color Gamut, Canvas Size, Clipping Path, Depth Map, DPI, Histogram, IK Rigging, Keyframe,
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Layer Styles, LUT (Lookup Table), Mask Feathering, Normal Map, Pixel Aspect Ratio, Post-processing, Rotoscoping, Saturation, Smart Object, Tiling, UV Mapping, Wireframe Mode

ACCOMODATIONS & MODIFICATIONS

Accommodations & Modifications

<u>General Education</u>	<u>IEP</u>
<u>504</u>	<u>Multilingual Learners</u>
<u>Students at-risk</u>	<u>Gifted and Talented</u>

- Use of visual aids, such as whiteboard, projector, Smartboard, project samples, instructional demonstration videos.
- Read the directions and/or writing prompt aloud.
- Repeat and clarify directions.
- Give step by step directions, outline the steps in writing.
- Underline or highlight important words in the directions.
- Break long assignments into parts. Set a separate due date for each part.
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- Provide students with a folder/binder to assist with organization.
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- Give students a checklist of materials which will be needed for each class.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near the area of instruction.
- Provide individual or small group instruction when possible.

INTERDISCIPLINARY CONNECTIONS

INTEGRATION OF 21ST CENTURY SKILLS | CAREER READINESS

Interdisciplinary Connections & 21st Century Themes & Skills

English Language Arts: Participate in written and oral critiques and require students to develop strong communication skills through writing project proposals, analyzing visual messaging, and crafting compelling narratives in their design work.

L.KL.11-12.2.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
SL.PE.11-12.1.	Initiate and participate effectively in a range of collaborative discussions

(one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Math: Expose students to practical applications such as calculating proportions, scaling images, understanding geometry in layout design, and using grids and measurements to create balanced compositions.

History & Social Studies: Introduce various artists, art movements, and art styles throughout history; reflect on meaning and symbolism throughout art history through exposure to relevant pieces and examine the social issues associated within that time period.

Technology: Use a combination of technological devices to enhance learning and interest in subject matter (Google Suite, Adobe Suite, Web Based programs, Screencastify Demo Videos).

Local art initiatives: Mural Arts Program, Philadelphia Museum of Art, PAFA etc.

Career Readiness: Provide hands-on experience with industry-standard software, fostering creative problem-solving skills and simulating real-world design projects/jobs that mirror professional expectations.

<i>With a growth mindset, failure is an important part of success.</i>	<i>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</i>
<i>Innovative ideas or innovation can lead to career opportunities.</i>	<i>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</i>

21st Century Themes & Skills: An advanced high school graphic design course connects to 21st-century themes and skills by teaching students how to use industry-standard software like Adobe Creative Suite to solve real-world design problems, collaborate on digital projects, analyze media messages critically, and create visually compelling content that addresses global issues, social justice, and cultural diversity.

<i>With a growth mindset, failure is an</i>	<i>9.4.12.CI.1: Demonstrate the ability to</i>
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	<i>important part of success.</i>	<i>reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</i>
	<i>Innovative ideas or innovation can lead to career opportunities.</i>	<i>94.12.Cl.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</i>
	<i>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</i>	<i>94.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</i>
	<i>Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.</i>	<i>94.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i>
	<i>Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</i>	<i>94.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</i>

UNIT 3	
TITLE	EXPLORING GRAPHIC DESIGN PROGRAMS
OVERVIEW & SUMMARY	<p>This unit is designed to guide students' understanding of the Adobe Create Suite Software and Web-based Graphic Design programs.</p> <p>Students will utilize multiple programs to explore the career of Graphic Design and develop a cohesive artistic vision.</p> <p>Instructional design and discussion seeks to guide students in advancing their navigation of multiple programs, techniques, skills, and design approaches.</p> <p>Students will create a variety of original works of Computer Generated Artwork that reflect personal experiences and cultural influence in relation to design.</p> <p>Students will use inquiry to engage in using multiple programs, techniques, skills, and design approaches that develop critical thinking about visual communication across cultures and demographics.</p> <p>Students will analyze and evaluate how to use multiple programs to achieve desired results and how to incorporate the elements of art and principles of design to add meaning and symbolism to works of art. They will apply techniques and skills acquired through Hands-On Designing while considering real-world</p>

connections to 2 Dimensional and 3 Dimensional Designs, Animation processes, and to experiences relevant to the culture of learners in the classroom.

Students will have agency to utilize multiple Design programs to create personalized digital portfolios, 2 Dimensional and 3 Dimensional Designs, and Animation processes to explore and express personal, social, and cultural influences within their artistic vision.

Assessments will engage students in both teacher and student led critiques as well as rubric-based feedback **and be used to** refine their portfolio. Ability and Skills will be evident by usage of **multiple programs and achievement of rubric goals.**

ESSENTIAL QUESTIONS

- Essential Questions:**
1. *How do designers communicate ideas visually across different media and platforms?*
 2. *What makes a design effective for a specific audience or purpose?*
 3. *How can Design influence emotion, perception, and behavior?*
 4. *How do different Graphic Design programs support different parts of the design process?*
 5. *Why is it important to choose the right software for a specific design task?*
 6. *How do tools and features in different programs compare and contrast?*
 7. *What steps are involved in taking a design from concept to completion using multiple tools?*
 8. *What challenges arise when transferring designs between different programs, and how can they be solved?*

LEARNING TARGETS

Learning Targets & Standards

Describe how knowledge of culture, traditions, and history may influence personal responses to art.	1.5.12prof.Cn11a
Construct evaluations of works of art, applying relevant criteria.	1.5.12acc.Re9a
Use multiple approaches to begin creative endeavors.	1.5.12prof.Cr1a
Engage in making a work of art or design without having a preconceived plan.	1.5.12acc.Cr2a
Experiment, plan, and make multiple works of art and design that explore a personal meaningful theme.	1.5.12adv.Cr2a
Analyze and describe the impact that an exhibition or collection	1.5.12prof.Pr6a

	<div style="border: 1px solid black; padding: 5px;"> <p>has on personal awareness of social, cultural, or political beliefs and understandings.</p> </div>
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ASSESSMENT PLAN

Assessments:

Formative Assessments will include written warm up questions, oral one on one teacher / student work review conversations and class discussions implementing strategic questioning and critique. Students will also receive weekly classwork grades based on their time management skills and participation efforts. Students will be required to turn in ‘in progress’ images to document change from the start of the class period to the end of the class period at specific intervals.

Summative Assessments will include turning in via classroom the completed file saved with the correct name and file type(s). At the end of each Major Assessment a critique- formal or informal- will be held allowing each student the opportunity to view all projects submitted to discuss aesthetic decisions as well as assignment relevance.

Performance Assessments: Each project will be graded using the following [project rubric](#):

- 20% - Time/ Effort
- 20% - Technique/ Tools
- 20% - Craftsmanship
- 20% - Composition/ Elements & Principles
- 20% - Creativity & Originality

Critique Grade - Analyzing and evaluating artwork through written and verbal responses.

Homework Grade - completing materials that reinforce concepts

Classwork Grade - working consistently and using time wisely in class

INSTRUCTIONAL STRATEGIES & RESOURCES

Instructional Strategies & Unit Resources:

Student learning will be supported through the use of a variety of resources.

1. **Adobe Suite-** Each student in the district will have access to their own Adobe Creative Cloud Log in, giving them access to Adobe Illustrator, Photoshop and InDesign. Students will have access to their Adobe Log in and files in school but also using any desktop personal computer allowing them to work from home or a local public library. Students will have access to fonts.adobe.com as well as color.adobe.com to investigate typeface families as well as access a swatch generator. Students will be expected to produce original art pieces using the Adobe Suite.
2. **Google Suite-** Each student will utilize their district gmail account to use and save files to their Google Drive and Google Site. Students will be expected to create a personal website/portfolio.
3. **Web-based Design Programs-** Students will use various free web-based programs that will allow them to create 2D and 3D works of art. Sites like Canva and Photopea will allow them to complete assignments on their

chromebooks for homework or off campus assignments. Programs like Tinkercad will allow them to create 3D designs that can be 3D printed in the classroom setting.

4. Websites/Internet Resources will allow students to do research and investigation as well as idea building and problem solving. Students may use websites such as Unsplash.com to have access to high quality images. They may also need to utilize social media sites such as instagram, behance or dribbble to discover new art, artists and art styles.
5. Students will be exposed to different artists and art styles through various Teacher-Guided Presentations, Online tutorials, Virtual Museum Tours, YouTube, and a myriad of sources which provide the most up to date digital art.
6. To encourage students to consider multiple perspectives they will be shown artwork from a variety of artists. Students will focus on artists from a variety of ethnic backgrounds and races.
7. Students will be expected to write a personal reflection at the end of each major assignment.
8. Students will receive weekly feedback from the teacher, but will also participate in class or small group discussions at the completion of assignments to discuss areas of success and areas which need improvement.
9. Students will be expected to analyze artwork and write critiques based on the concepts and techniques introduced. Responses to “Do Now” or “Warm up” activities will reinforce concepts and vocabulary. Students will complete current event research specific to the art world.

Assignment Examples:

- Create a 3D Sculpture inspired by Joshua Harker
- Create a Socially Impactful Animation inspired by the Japanese animator Hayao Miyazaki who incorporates environmentalism and pacifism into his films.
- Design and Create an Album Cover inspired by the Godfather of Graphic Design Milton Glaser.

Possible Field Trips:

Career and College Exploration
Public Art Exhibits
Museums

VOCABULARY

Vocabulary

Tier 2: (high-frequency words used throughout the unit)

1. **Concept & Purpose :** Design Brief, Creative Process, Purpose, Audience, Concept, Mood Board
2. **Design & Communication:** Composition, Hierarchy, Typography, Color Palette, Alignment, Whitespace/Negative Space, Visual Language
3. **Social & Cultural Relevance:** cultural awareness, representation, Inclusivity, Social Commentary, Ethical Design, Visual Stereotypes
4. **Media & Technique:** Vector Graphic, Raster Graphic, Layer, Masking, Opacity, Blending Modes, Cropping, Export
5. **Digital & Real World Application:** Mockup, Branding, Portfolio, User Interface, Print vs. Digital Design, File Formats, Resolution

Tier 3: (discipline-specific words used throughout the unit)

1. **Elements of Art:** line, shape, form, space, color, texture, and value
2. **Principles of Art:** balance, emphasis, movement, pattern, rhythm, unity, and variety
3. **Digital & Technical Art Terms:** resolution, vector, raster, mockup, branding, proximity, composition, typography, mixed media, Color Theory, Visual Hierarchy, Layout, Gradient, Kerning, Tracking, Leading, Bleed, Brand Identity

ACCOMODATIONS & MODIFICATIONS

Accommodations & Modifications

General Education	IEP
504	Multilingual Learners
Students at-risk	Gifted and Talented

- Use of visual aids, such as whiteboard, projector, Smartboard, project samples, instructional demonstration videos.
- Read the directions and/or writing prompt aloud.
- Repeat and clarify directions.
- Give step by step directions, outline the steps in writing.
- Underline or highlight important words in the directions.
- Break long assignments into parts. Set a separate due date for each part.
- Reduce the total amount of work when appropriate.
- Give partial credit for late or incomplete work until the students are able to complete their work on time.
- Provide students with a folder/binder to assist with organization.
- Regularly check files and saving locations for accuracy and organization.
- Give students a checklist of materials which will be needed for each class.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near the area of instruction.
- Provide individual or small group instruction when possible.

INTERDISCIPLINARY CONNECTIONS

INTEGRATION OF 21ST CENTURY SKILLS | CAREER READINESS

Interdisciplinary Connections & 21st Century Themes & Skills

English Language Arts: Participate in written and oral critiques and require students to develop strong communication skills through writing project proposals, analyzing visual messaging, and crafting compelling narratives in their design work.

L.KL.11-12.2.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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SL.PE.11-12.1.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Math: Expose students to practical applications such as calculating proportions, scaling images, understanding geometry in layout design, and using grids and measurements to create balanced compositions.

History & Social Studies: Introduce various artists, art movements, and art styles throughout history; reflect on meaning and symbolism throughout art history through exposure to relevant pieces and examine the social issues associated within that time period.

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Career Readiness: Provide hands-on experience with industry-standard software, fostering creative problem-solving skills and simulating real-world design projects/jobs that mirror professional expectations.

With a growth mindset, failure is an important part of success.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Innovative ideas or innovation can lead to career opportunities.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

21st Century Themes & Skills: An advanced high school graphic design course connects to 21st-century themes and skills by teaching students how to use industry-standard software like Adobe Creative Suite to solve real-world design problems, collaborate on digital projects, analyze media messages critically, and create visually compelling content that addresses global issues, social justice, and cultural diversity.

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	<i>Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.</i>	<i>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i>
	<i>Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</i>	<i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</i>

UNIT 4	
TITLE	CAREER READINESS
OVERVIEW & SUMMARY	<p>This unit is designed to guide students' understanding of the role of portfolio preparation in pursuit of a career in graphic arts.</p> <p>Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about the relation between user-centered design, innovative design and personal identity when designing for a job and uses inquiry to engage students in learning processes that develop critical thinking about how to stand out in a pool of applicants.</p> <p>Students will analyze and evaluate how strong use of the elements of art and principles of design create a foundation for later experimentation and personalization in designing as they consider real-world connections to a variety of career paths such as freelancing, corporate, non-profit or agencies and to experiences relevant to the culture of learners in the classroom.</p> <p>Students will have agency to create personalized digital portfolios, branding and marketing campaigns, app designs, and art show displays.</p> <p>Assessments will engage students in both teacher and student led critiques as well as rubric-based feedback and be used to refine their portfolio.</p>
ESSENTIAL QUESTIONS	<p>Essential Questions: <i>These questions establish WHY students are learning about the particular</i></p>

content;

1. How do designers determine which body of work best represents their personal identity and strengths to prospective employers?
2. What strategies help a visual portfolio stand out in a competitive job application pool?
3. In what ways do personal identity and cultural perspective inform the visual narrative of a professional portfolio?
4. What conditions, mindsets, or behaviors support innovation and creative risk-taking in designing portfolio pieces?
5. How do designers decide when a design is refined enough—and what does "finished" mean in a professional portfolio context?
6. How does iteration and experimentation improve the effectiveness of portfolio designs?

LEARNING TARGETS

Learning Targets & Standards

Engage in individual and collaborative exploration of materials and ideas through multiple approaches to solve art and design problems. .	1.5.12prof.Cr1.a
Brainstorm and curate ideas to explore personal expression.	1.5.12acc.Cr1.a
Visualize and hypothesize plans for ideas and directions aimed at social change.	1.5.12adv.Cr1.a
Through experimentation, build skills and knowledge of materials and tools via varied approaches to art making.	1.5.12prof.Cr2.a
Experiment and develop skills in multiple art-making techniques and approaches.	1.5.12acc.Cr2.a
Demonstrate how visual/material culture defines or empowers people's lives.	1.5.12adv.Cr2.c
Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	1.5.12prof.Pr4.a
Evaluate, select, and apply appropriate methods for displaying artwork.	1.5.12prof.Pr5.a
Document the process of developing ideas from early stages to fully elaborated works.	1.5.12.prof.Cn10.a
Synthesize social, cultural, historical, and personal life with art-making to create meaningful work.	1.5.12adv.Cn10.a

	<table border="1"> <tr> <td data-bbox="477 107 1206 220">Establish relevant criteria to evaluate a work of art or collection.</td> <td data-bbox="1206 107 1511 220">1.5.12prof.Re9.a</td> </tr> <tr> <td data-bbox="477 220 1206 333">Experiment, refine, and develop skills across multiple works.</td> <td data-bbox="1206 220 1511 333">1.5.12prof.Cr2</td> </tr> </table>	Establish relevant criteria to evaluate a work of art or collection.	1.5.12prof.Re9.a	Experiment, refine, and develop skills across multiple works.	1.5.12prof.Cr2
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Experiment, refine, and develop skills across multiple works.	1.5.12prof.Cr2				
ASSESSMENT PLAN	<p style="text-align: center;"><u>Assessments:</u></p> <p>Formative Assessments will include written warm up questions, oral one on one teacher / student work review conversations and class discussions implementing strategic questioning and critique. Students will also receive weekly classwork grades based on their time management skills and participation efforts. Students will be required to turn in 'in progress' images to document change from the start of the class period to the end of the class period at specific intervals.</p> <p>Summative Assessments will include turning in via classroom the completed file saved with the correct name and file type(s). At the end of each Major Assessment a critique- formal or i:formal- will be held allowing each student the opportunity to view all projects submitted to discuss aesthetic decisions as well as assignment relevance.</p> <p>Performance Assessments: Each project will be graded using the following project rubric:</p> <ul style="list-style-type: none"> 20% - Time/ Effort 20% - Technique/ Tools 20% - Craftsmanship 20% - Composition/ Elements & Principles 20% - Creativity & Originality <p>Critique Grade - Analyzing and evaluating artwork through written and verbal responses.</p> <p>Homework Grade - completing materials that reinforce concepts</p> <p>Classwork Grade - working consistently and using time wisely in class</p>				
INSTRUCTIONAL STRATEGIES & RESOURCES	<p style="text-align: center;"><u>Instructional Strategies & Unit Resources:</u></p> <p>Student learning will be supported through the use of a variety of resources.</p> <p>10. Adobe Suite- Each student in the district will have access to their own Adobe Creative Cloud Log in, giving them access to Adobe Illustrator, Photoshop and InDesign. Students will have access to their Adobe Log in and files in school but also using any desktop personal computer allowing them to work from home or a local public library. Students will have access to fonts.adobe.com as well as color.adobe.com to investigate typeface families as well as access a swatch generator. Students will be expected to produce original art pieces using the Adobe Suite.</p> <p>11. Google Suite- Each student will utilize their district gmail account to use and save files to their Google Drive and Google Site. Students will be expected to create a personal website/portfolio.</p>				

12. **Web-based Design Programs-** Students will use various free web-based programs that will allow them to create 2D and 3D works of art. Sites like Canva and Photopea will allow them to complete assignments on their chromebooks for homework or off campus assignments. Programs like Tinkercad will allow them to create 3D designs that can be 3D printed in the classroom setting.
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18. Students will be expected to analyze artwork and write critiques based on the concepts and techniques introduced. Responses to “Do Now” or “Warm up” activities will reinforce concepts and vocabulary. Students will complete current event research specific to the art world.

Assignment Examples:

- Event Poster or Social Media Graphic
- Multi-Page Digital Portfolio Layout
- Brand Identity Package
- Infographic Design
- Packaging Design Mockup
- Promotional Animation
- Social Media Campaign

Possible Field Trips:

Career and College Exploration
 Public Art Exhibits
 Museums

VOCABULARY

Vocabulary

- **Concept & Purpose :** Personal Identity, Artistic intention, Creative Vision, Narrative, Theme, Conceptual Development
- **Design & Communication:** Composition, Visual Hierarchy, Focal Point,

- Balance, Contrast, Typography, Color Theory, Symbolism
- **Social & Cultural Relevance:** Cultural Perspective, Identity Expression, Representation, Context, Social Commentary, Cross-Cultural Influence
- **Media & Technique:** Medium, Technique, Mixed Media, Experimentation, Iteration, Craftsmanship
- **Digital & Real World Application:** Digital Portfolio, User Experience, Branding, Presentation Format, Interactivity, Copyright, Ethics

Tier 3: (discipline-specific words used throughout the unit)

4. **Elements of Art:** line, shape, form, space, color, texture, and value
5. **Principles of Art:** balance, emphasis, movement, pattern, rhythm, unity, and variety
6. **Digital & Technical Art Terms:** resolution, vector, raster, layers, masking, color profile, file format, exporting, compression, branding, proximity, composition, typography, mixed media, color theory, visual hierarchy, layout, gradient, kerning, tracking, leading, bleed, brand identity

ACCOMODATIONS & MODIFICATIONS

Accommodations & Modifications

<u>General Education</u>	<u>IEP</u>
<u>504</u>	<u>Multilingual Learners</u>
<u>Students at-risk</u>	<u>Gifted and Talented</u>

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