Board Approval Date: 8/23/2022
Course Title: Digital Illustration 2
Course Description: This course will continue to develop student understanding of the creative production process involved in the development of advertising, packaging, logo design, commercial art and marketing. Students will use the knowledge gained from Digital Illustration 1 and apply it to new and exciting projects with a higher level of thinking. Similar to Digital Illustration 1, iPad Pros and Apple Pencils will be used to create all of the assignments. This course has practical applications as it explores real world uses of artistic and creative design through applied knowledge and creativity in digital art.

Course Sequence & Pacing	
Estimated Number of Blocks	**Marking Period 1**
8	**Character Creation: Illustrating in 3 Different Styles** ● Demonstrate knowledge of character creation ● Demonstrate knowledge in the art elements and principles of design when developing 3 unique character designs. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create an overall professional and completed character design. ● Serve as a test audience to peers and provide constructive criticism for improvements.
7	**Magazine Cover Design** ● Demonstrate knowledge of magazine cover design creation. ● Demonstrate knowledge in the art elements and principles of design when developing a unique magazine cover design. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create an overall professional and completed magazine cover design. ● Serve as a test audience to peers and provide constructive criticism for improvements.
7	**Don’t Judge a Book by Its Cover: Book Cover Design** ● Demonstrate knowledge of book cover design. ● Demonstrate knowledge in the art elements and principles of design when developing a unique book cover design. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create an overall professional and completed book cover design. ● Serve as a test audience to peers and provide constructive criticism for improvements.
Estimated Number	**Marking Period 2**

of Blocks	
8	**Designing for Our School: Creating Illustrations for the Yearbook** ● Demonstrate the ability to create a unique style of clipart that represents this year's yearbook theme. ● Demonstrate knowledge in the art elements and principles of design when illustrating unique clipart in a given theme. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create a desired yearbook clipart design. ● Serve as a test audience to peers and provide constructive criticism for improvements.
8	**Designing for AENJ: Youth Art Month Design Contest** ● Demonstrate the ability to create a unique design that represents this year's YAM Design Contest theme. ● Demonstrate knowledge in the art elements and principles of design when creating a bold flat design for a given theme. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create a desired YAM design with an overlay of the current year slogan. ● Serve as a test audience to peers and provide constructive criticism for improvements.
6	**A Holiday Tradition: Greeting Card Design** ● Demonstrate knowledge of greeting card design. ● Demonstrate knowledge in the art elements and principles of design when developing a unique greeting card design. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create an overall professional and completed greeting card design. ● Serve as a test audience to peers and provide constructive criticism for improvements.
Midterm	**Midterm: Emoji Collage Portrait** ● Demonstrate knowledge of digital collage. ● Demonstrate knowledge in the art elements and principles of design when developing a unique collaged emoji portrait. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create an overall professional and completed emoji collage portrait. ● Serve as a test audience to peers and provide constructive criticism for improvements.
Estimated Number of Blocks	**Marking Period 3**
5	**Designing for Monmouth Arts: Creating the Teen Arts Cover Design** ● Demonstrate the ability to create a unique design that represents this year's Teen Arts Cover Design Contest theme. ● Demonstrate knowledge in the art elements and principles of design when creating a design for a given theme.

	● Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create a desired Teen Arts Cover Design design with an overlay of the Teen Arts/ Monmouth Arts Logo ● Serve as a test audience to peers and provide constructive criticism for improvements.
5	**Google It!: Doodle For Google** ● Demonstrate the ability to create a unique design that represents this year's Doodle4Google design contest. ● Demonstrate knowledge in the art elements and principles of design when creating a design for a given theme. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create a desired Doodle4Google design. ● Serve as a test audience to peers and provide constructive criticism for improvements.
7	**Adapting the Style of a Famous Artist to Create a New & Unique Artwork** ● Demonstrate knowledge of digital painting. ● Demonstrate knowledge in the art elements and principles of design when developing a unique artwork in the style of a famous artist. ● Demonstrate knowledge in the art elements and principles of design when selecting a particular brush, blending tool, color application that will create an overall professional and completed artwork in the style of a famous artist. ● Serve as a test audience to peers and provide constructive criticism for improvements.
5	**Designing for Our Students: WHS Tracker/Planner Design** ● Demonstrate the ability to create a unique and spirited design that represents Wall High School. ● Demonstrate knowledge in the art elements and principles of design when creating a cover for the tracker/planner design. ● Demonstrate knowledge in the art elements and principles of design when selecting a particular brush, blending tool, color application that will create a desired image for the tracker/planner design. ● Serve as a test audience to peers and provide constructive criticism for improvements.
Estimated Number of Blocks	**Marking Period 4**
12	**Screen Printing: Commercial T Shirt Design** ● Demonstrate the ability to create an original t-shirt design using Procreate. ● Demonstrate knowledge in the art elements and principles of design when creating an original t-shirt design. ● Demonstrate knowledge in the art elements and principles of design when selecting a particular brush, blending tool, color application that will create a desired image for the original t-shirt design. ● Demonstrate the ability to create and use a screen print to create duplicates of one design. ● Serve as a test audience to peers and provide constructive criticism for improvements.

7	**Wearable Art: Buttons & Stickers** ● Demonstrate the ability to create an original wearable button or sticker design using Procreate. ● Demonstrate knowledge in the art elements and principles of design when creating an original wearable button or sticker design. ● Demonstrate knowledge in the art elements and principles of design when selecting a particular brush, blending tool, color application that will create a desired image for the original wearable button or sticker design. ● Demonstrate the ability to create and use a button maker to make duplicates of one design in the form of a pin. ● Serve as a test audience to peers and provide constructive criticism for improvements.
3 & Final Exam	**Final Exam: A Visual Graphic Story: Comic Strip Illustration** ● Demonstrate knowledge of character creation in a unique comic strip illustration. ● Demonstrate knowledge in the art elements and principles of design when developing a unique comic strip illustration. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create an overall professional and completed comic strip illustration. ● Serve as a test audience to peers and provide constructive criticism for improvements.

Stage 1 Desired Results

Unit Title #1: Character Creation: Illustrating in 3 Different Styles

Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create a character design in three distinctly different styles.

Unit Learning Targets

NJSLS Standards:

1.5.12adv.Cr1b: 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.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
What are the characteristics of professional and effective character drawing? *How do the art elements and principles of design play a role in effective character design?* *How do you give a drawing a clear personality?* *How can you use your personal relationships to infuse a drawing with character?* *How does professionalism in design determine how successful a character design will be?*	A character designer creates the entire concept, style, and artwork of a character from scratch using a series of physical or emotion traits that would be appealing to a target audience. A well-developed character design is a successful balance between a concept that is well suited for the story and a beautiful visual design. Research and gathering inspiration before creating characters is essential. Professional character illustrators use videos of animals and people to gain understanding of how they move and the mannerisms they possess before beginning their drawings. This research will lay the foundation for a good design.
Students will know: Design professionalism. Typeface and its effects Fine craftsmanship Art elements and principles of design Character design Vocabulary: ● Character ● Thumbnailing ● Characteristics ● Mannerisms ● Illustrative Personality	**Students will be able to:** Create a unique character design in three distinctly different styles. Create thumbnails in the infancy stages of the creative process. Research various styles, themes, and mannerisms before sketching begins. Choose the appropriate digital tools available to achieve desired results, including digital brushes, blenders, colors and selectors. Use layers during the creative process in order to ensure ease of modifications during the editing process later on. Participate in constructive critique with peers, reflect and revise work based on recommendations.

• Artistic Style • Streamline • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern)	Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
3 Styles of Character Design

Formative Assessments:
- Initial sketches
- Visual reference materials
- Teacher Observation
- Peer to Peer critique
- Self-critique

Common Benchmark Assessments:
3 Styles of Character Design Assessment

Alternative Assessments:
10 characters that inspire: create a Google doc with 10 characters and analyze each using art elements and design principles.
3 styles of characters that inspire: create a Google doc with 3 distinctly different styles of characters and analyze each, describing in writing, the mood or theme that each conveys and why.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a	Demonstrate knowledge of character creation	• Theme or mood selected for character with consideration given to the target audience. • Use thumbnailing techniques during brainstorming.	1 block

9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10		• Character examples in various styles to enhance understanding for students with disabilities • Streamline adjustments for assistance with disabilities	
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when developing 3 unique character designs.	• Color, line, shape, form, texture with regards to character design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to character design.	All 8 blocks
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a	Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create an overall professional and completed character design.	• Various brush exploration and application • Various blend tool exploration and application • Various eraser tool exploration and application • Palette creation • Streamline adjustments for assistance with disabilities	All 8 blocks
1.5.12adv.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed designs. • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
iPad Pro 12.9 inch display *Apple Pencil* *Apple Device Charger* *Otterbox Case* *Apple Pencil adapter* *Student-generated references* *Google Docs* *Internet access* *Procreate App* *Examples of Chracter Designs and Styles.*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

- Step-by-step visual & verbal instructions for digital tools and techniques
  Use of adaptive hardware (ergonomic stylus, larger tablets, touchpads)
  Extra time for assignments or digital projects
  Written instructions or screen recordings for complex software steps
  Focus on key elements; simplify multi-step projects
  Peer or teacher support for software navigation
  Quiet workspace to minimize distractions

English Language Learners (ELLs)

- Visual tutorials, diagrams, and video demonstrations
  Label software tools and menus in English and native language when possible
  Sentence starters and vocabulary lists for discussing artwork digitally
  Allow explanations through sketches or digital mockups

Peer collaboration for support with software and project ideas
Repeat instructions & check comprehension frequently

Students at Risk of Failure

- Break digital projects into small, manageable steps
  Frequent feedback and progress checks
  Extra practice sessions or tutorials for software skills
  Progress checklist for each project milestone
  Grading emphasizes effort, creativity, and process, not only final product
  Offer alternative digital projects aligned with interests to boost engagement

Students with 504 Plans

- Flexible deadlines for software-intensive projects
  Seating or screen accommodations for ergonomic needs
  Use of adaptive software or hardware tools
  Extended time for assessments or project submissions
  Written instructions alongside verbal guidance
  Collaborate with support staff to implement individualized accommodations

Gifted & Talented Students

- Independent or self-directed digital projects
  Experimentation with advanced techniques, plugins, or software features
  Complex problem-solving challenges (e.g., animation, multi-layered composition)
  Opportunities for competitions, online portfolios, or exhibitions
  Cross-curricular integration (e.g., storytelling, game design, marketing)
  Mentorship or collaboration with professional digital artists

Stage 1 Desired Results
Unit Title #2: Cover of a Magazine
Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create a layout for a magazine cover.

Unit Learning Targets

NJSLS Standards:

1.5.12adv.Cr1b: 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.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
What are the characteristics of professional and effective magazine cover design? *How do the art elements and principles of design play a role in effective magazine cover design?* *How does professionalism in design determine how successful a magazine cover design will be?*	Magazine layout is about creating a harmonious relationship between text, images, and white space. The essential elements of a magazine cover design include the masthead (features the name of the publication), issue and dateline, main image, lead article, supporting cover lines and a barcode. Text plays a large role in any magazine and therefore it is essential to use contrasting text and background colors.

Students will know:	**Students will be able to:**
Design professionalism. Typeface and its effects Fine craftsmanship Art elements and principles of design Magazine layout design Vocabulary: ● White space ● Masthead ● Dateline ● Magazine template ● Streamline ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern, contrast)	Create a unique magazine cover design. Research and gather imagery for a chosen magazine style or theme, before sketching begins. Choose the appropriate digital tools available to achieve desired results, including digital brushes, blenders, colors and selectors. Create unique name for a magazine with supporting storylines, lead articles and imagery that will appear on the cover to entice a potential buyer. Use layers during the creative process in order to ensure ease of modifications during the editing process later on. Participate in constructive critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence
Summative Assessments: Magazine Cover Design
Formative Assessments: ● Initial sketches ● Visual reference materials ● Teacher Observation ● Peer to Peer critique ● Self-critique
Common Benchmark Assessments: Magazine Cover Design Assessment

Alternative Assessments:

10 characters that inspire: create a Google doc with 10 characters and analyze each using art elements and design principles.

3 styles of characters that inspire: create a Google doc with 3 distinctly different styles of characters and analyze each, describing in writing, the mood or theme that each conveys and why.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of magazine cover design creation.	• Theme or mood selected for magazine cover design with consideration given to the target audience. • Use reference materials during brainstorming to direct the vision of the intended magazine cover design. • Magazine examples in various styles to enhance understanding for students with disabilities. • Magazine cover templates for students with disabilities. • Streamline adjustments for assistance with disabilities	1 block
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when developing a unique magazine cover design.	• Color, line, shape, form, texture with regards to magazine cover design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to magazine cover design.	All 7 blocks
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a	Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create an overall professional and completed magazine cover design.	• Various brush exploration and application • Various blend tool exploration and application • Various eraser tool exploration and application • Palette creation • Streamline adjustments for assistance with disabilities	All 7 blocks

1.5.12adv.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed designs. • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
iPad Pro 12.9 inch display *Apple Pencil* *Apple Device Charger* *Otterbox Case* *Apple Pencil adapter* *Student-generated references* *Google Docs* *Internet access* *Procreate App* *Examples of different types of magazines*	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Students with Disabilities

- Step-by-step visual & verbal instructions for digital tools and techniques
  Use of adaptive hardware (ergonomic stylus, larger tablets, touchpads)
  Extra time for assignments or digital projects
  Written instructions or screen recordings for complex software steps
  Focus on key elements; simplify multi-step projects
  Peer or teacher support for software navigation
  Quiet workspace to minimize distractions

English Language Learners (ELLs)

- Visual tutorials, diagrams, and video demonstrations
  Label software tools and menus in English and native language when possible
  Sentence starters and vocabulary lists for discussing artwork digitally
  Allow explanations through sketches or digital mockups
  Peer collaboration for support with software and project ideas
  Repeat instructions & check comprehension frequently

Students at Risk of Failure

- Break digital projects into small, manageable steps
  Frequent feedback and progress checks
  Extra practice sessions or tutorials for software skills
  Progress checklist for each project milestone
  Grading emphasizes effort, creativity, and process, not only final product
  Offer alternative digital projects aligned with interests to boost engagement

Students with 504 Plans

- Flexible deadlines for software-intensive projects
  Seating or screen accommodations for ergonomic needs
  Use of adaptive software or hardware tools
  Extended time for assessments or project submissions
  Written instructions alongside verbal guidance
  Collaborate with support staff to implement individualized accommodations

Gifted & Talented Students

- Independent or self-directed digital projects
  Experimentation with advanced techniques, plugins, or software features
  Complex problem-solving challenges (e.g., animation, multi-layered composition)

Opportunities for competitions, online portfolios, or exhibitions
Cross-curricular integration (e.g., storytelling, game design, marketing)
Mentorship or collaboration with professional digital artists

Stage 1 Desired Results

Unit Title #3: Don't Judge a Book by Its Cover: Book Cover Design

Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create a cover design for a graphic novel, fiction or non-fiction book.

Unit Learning Targets

NJSLS Standards:

1.5.12adv.Cr1b: 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.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:	
Unit Essential Questions: *What are the characteristics of professional and effective book design?* *How do the art elements and principles of design play a role in effective book design?* *How can you incorporate eye catching elements into a book cover design?* *How does professionalism in design determine how successful a book cover design will be?*	**Unit Enduring Understandings:** The finest and best-selling books boast strong, well-written stories, but to rise to the top and gain traction with readers, even the best books need a dynamic cover. A book's cover is the first thing a potential reader sees and it can make a lasting impression because our brains are wired to process images faster than words. Quality book covers are easily read, have a distinctive typography, and there is a harmonious cohesion between the design elements and the market. The design elements that are most important in book design include simplicity, a clear promise (through a blurb or tagline), a professional design with layers and smart use of color, readable text and appropriate targeting (if you strip away the words – the buyer should still understand the promise that the imagery is making about the text inside the book).
Students will know: Design professionalism. Typeface and its effects Fine craftsmanship Art elements and principles of design Book cover design Vocabulary: ● Blurb ● Tagline ● Book cover template ● Streamline ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern, contrast)	**Students will be able to:** Create a unique book cover design. Research and gather imagery for a chosen book style or theme, before sketching begins. Choose the appropriate digital tools available to achieve desired results, including digital brushes, blenders, colors and selectors. Utilize unique font for the title of the book with supporting blurbs or taglines, along with imagery that will appear on the cover to entice a potential buyer. Use layers during the creative process in order to ensure ease of modifications during the editing process later on. Participate in constructive critique with peers, reflect and revise work based on recommendations.

	Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Book Cover Design

Formative Assessments:

- Initial sketches
- Visual reference materials
- Teacher Observation
- Peer to Peer critique
- Self-critique

Common Benchmark Assessments:
Book Cover Design Assessment

Alternative Assessments:
10 book covers that inspire: create a Google doc with 10 book covers and analyze each using art elements and design principles.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2	Demonstrate knowledge of book cover design.	• Theme or mood selected for book cover design with consideration given to the target audience and storyline. • Use reference materials during brainstorming to direct the vision of the intended book cover design. • Book examples in various styles to enhance understanding for students with disabilities. • Book cover templates for students with disabilities. • Streamline adjustments for assistance with disabilities	1 block

9.4.12.IML.10			
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when developing a unique book cover design.	• Color, line, shape, form, texture with regards to book cover design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to book cover design.	All 8 blocks
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a	Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create an overall professional and completed book cover design.	• Various brush exploration and application • Various blend tool exploration and application • Various eraser tool exploration and application • Palette creation • Streamline adjustments for assistance with disabilities	All 8 blocks
1.5.12adv.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed designs. • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*

iPad Pro 12.9 inch display *Apple Pencil* *Apple Device Charger* *Otterbox Case* *Apple Pencil adapter* *Student-generated references* *Google Docs* *Internet access* *Procreate App* *Examples of different types of books*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

- Step-by-step visual & verbal instructions for digital tools and techniques
  Use of adaptive hardware (ergonomic stylus, larger tablets, touchpads)
  Extra time for assignments or digital projects
  Written instructions or screen recordings for complex software steps
  Focus on key elements; simplify multi-step projects
  Peer or teacher support for software navigation
  Quiet workspace to minimize distractions

English Language Learners (ELLs)

- Visual tutorials, diagrams, and video demonstrations
  Label software tools and menus in English and native language when possible
  Sentence starters and vocabulary lists for discussing artwork digitally
  Allow explanations through sketches or digital mockups
  Peer collaboration for support with software and project ideas
  Repeat instructions & check comprehension frequently

Students at Risk of Failure

- Break digital projects into small, manageable steps
  Frequent feedback and progress checks

Extra practice sessions or tutorials for software skills
Progress checklist for each project milestone
Grading emphasizes effort, creativity, and process, not only final product
Offer alternative digital projects aligned with interests to boost engagement

Students with 504 Plans

- Flexible deadlines for software-intensive projects
  Seating or screen accommodations for ergonomic needs
  Use of adaptive software or hardware tools
  Extended time for assessments or project submissions
  Written instructions alongside verbal guidance
  Collaborate with support staff to implement individualized accommodations

Gifted & Talented Students

- Independent or self-directed digital projects
  Experimentation with advanced techniques, plugins, or software features
  Complex problem-solving challenges (e.g., animation, multi-layered composition)
  Opportunities for competitions, online portfolios, or exhibitions
  Cross-curricular integration (e.g., storytelling, game design, marketing)
  Mentorship or collaboration with professional digital artists

Stage 1 Desired Results
Unit Title #4: Designing for Our School: Creating Illustrations for the Yearbook
Unit Summary: Students will create unique clipart or cover designs for the Wall High School yearbook that visually represent the year's given theme.
Unit Learning Targets
NJSLS Standards: 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work. 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**
1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.

Computer Science & Design Thinking ***(CS & DT)*****:**
8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:
1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

Unit Essential Questions:	**Unit Enduring Understandings:**
How is clipart distributed and used as persuasive content in today's world? *How does file format affect the use of clipart and collaboration among artists?* *How has the use of clipart evolved over the last 30 years?*	The term "clipart" originated through the practice of physically cutting images from pre-existing printed works for use in other publishing projects. Since its inception, clip art has evolved to include a wide variety of content, file formats, illustration styles, and licensing restrictions. Vector graphics are images that can be resized without any loss of quality and are best for printing and high-resolution display.
Students will know: Design professionalism	**Students will be able to:**

Fine craftsmanship skills Art elements and principles of design Clipart design Layers and their effect on edits Collaboration and it's process Vocabulary: ● Clipart ● Vector ● Positive and negative space ● Layout ● Streamline ● Layer ● Overlay ● Palette ● Pixels ● JPEG ● PNG ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern)	Create unique clipart images for the designated yearbook theme in their own style. Research and gather reference images for accuracy and cohesiveness during the creative process. Participate in constructive critique with peers and yearbook staff, reflect and revise work based on recommendations. Choose the appropriate digital tools available to achieve desired results, including digital brushes, blenders, colors and selectors. Utilize layers as a means for edits and modifications for self and other users. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence
Summative Assessments: Yearbook Clipart Design
Formative Assessments: ● Gathering references through research ● Initial sketches ● Teacher Observation ● Peer to Peer critique ● Yearbook staff feedback ● Self-critique ● Visual reference materials

Common Benchmark Assessments:
Yearbook Clipart Design Assessment

Alternative Assessments:
5 Styles of Clipart that inspire: create a Google doc with 5 very different styles of clipart and analyze each using art elements and design principles.
Practice with layers: Create a clipart design with a minimum of 3 layers. Present the layers separately and together in order to show the benefits of modifying each with ease.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate the ability to create a unique style of clipart that represents this year's yearbook theme.	• Research visual imagery that represents this year's yearbook theme. • Gather reference images in order to create unique imagery with a level of accuracy. • Research various styles of clipart before sketching begins. • Use layers during the creative process in order to ensure ease of modifications during the editing process later on. • Students with disabilities may look through yearbooks from years past in order to gather a greater understanding of the assignment.	1 block
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a	Demonstrate knowledge in the art elements and principles of design when illustrating unique clipart in a given theme.	• Color, line, shape, form, texture with regards to yearbook clipart design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to yearbook clipart design.	All 8 blocks
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a	Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create a desired yearbook clipart design.	• Various brush exploration and application • Various blend tool exploration and application • Various eraser tool exploration and application • Palette creation • Layer usage • Streamline adjustments for assistance with disabilities	All 8 blocks

		• Drawing assist adjustments for assistance with disabilities.	
1.5.12adv.Cr3a 1.5.12acc.Cn11b NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed yearbook clipart designs (yearbook staff and class peers). • Notes taken • Reflection • Use layers feature to assist with the process of making edits to designs.	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
iPad Pro 12.9 inch display *Apple Pencil* *Apple Device Charger* *Otterbox Case* *Apple Pencil adapter* *Student-generated references* *Google Docs* *Internet access* *Procreate App* *Yearbooks from previous years.*	

Accommodations and Modifications: Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

- Step-by-step visual & verbal instructions for digital tools and techniques
  Use of adaptive hardware (ergonomic stylus, larger tablets, touchpads)
  Extra time for assignments or digital projects
  Written instructions or screen recordings for complex software steps
  Focus on key elements; simplify multi-step projects
  Peer or teacher support for software navigation
  Quiet workspace to minimize distractions

English Language Learners (ELLs)

- Visual tutorials, diagrams, and video demonstrations
  Label software tools and menus in English and native language when possible
  Sentence starters and vocabulary lists for discussing artwork digitally
  Allow explanations through sketches or digital mockups
  Peer collaboration for support with software and project ideas
  Repeat instructions & check comprehension frequently

Students at Risk of Failure

- Break digital projects into small, manageable steps
  Frequent feedback and progress checks
  Extra practice sessions or tutorials for software skills
  Progress checklist for each project milestone
  Grading emphasizes effort, creativity, and process, not only final product
  Offer alternative digital projects aligned with interests to boost engagement

Students with 504 Plans

- Flexible deadlines for software-intensive projects
  Seating or screen accommodations for ergonomic needs
  Use of adaptive software or hardware tools
  Extended time for assessments or project submissions
  Written instructions alongside verbal guidance
  Collaborate with support staff to implement individualized accommodations

Gifted & Talented Students

- Independent or self-directed digital projects
  Experimentation with advanced techniques, plugins, or software features
  Complex problem-solving challenges (e.g., animation, multi-layered composition)
  Opportunities for competitions, online portfolios, or exhibitions
  Cross-curricular integration (e.g., storytelling, game design, marketing)
  Mentorship or collaboration with professional digital artists

Stage 1 Desired Results
Unit Title #5: Designing for AENJ: Youth Art Month Design Contest
Unit Summary: Students will create a unique Youth Art Month Design for the annual contest using the slogan provided by the Art Educators of NJ.
Unit Learning Targets
NJSLS Standards: 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work. 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
Computer Science & Design Thinking *(CS & DT)*:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
How do the art elements and principles of design play a role in the overall YAM design created? *How does color theory affect the way that a completed design is interpreted?* *How does text style selection affect the way that a completed design is interpreted?* *How does professionalism in design determine how successful the YAM design will be?*	Flat and bold designs work best for reproduction of an image on multiple forms of media. A tagline with imagery should visually convey an idea through words and design. Designing for a client (or in this case the AENJ judges) can be uncertain: research ideas and use the tools that have been provided, such as information about the YAM phrase and visual imagery that represents it.
Students will know: Design professionalism Fine craftsmanship skills Art elements and principles of design Client design Layers and their effect on edits Vocabulary: ● Bold Design ● Flat Design ● Positive and negative space ● Layout ● Streamline ● Layer ● Overlay ● Palette ● Pixels	**Students will be able to:** Create a unique design for the Youth Art Month Design Contest using the prompt and specifications provided. Research and gather reference images for accuracy and cohesiveness during the creative process. Participate in constructive critique with peers, reflect and revise work based on recommendations. Choose the appropriate digital tools available to achieve desired results, including digital brushes, blenders, colors and selectors. Utilize layers as a means for edits and modifications for self and other users. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

• JPEG • PNG • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern)	

Stage 2 Assessment Evidence

Summative Assessments:
Youth Art Month Design

Formative Assessments:
- Gathering visual references through research
- Initial sketches
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments:
Youth Art Month Design Assessment

Alternative Assessments:
Research 5 previous winners of the YAM Design Contest: create a Google doc containing the 5 winning images and analyze using art elements and design principles.
Research 3 layout alternatives: Select a visual image and overlay the tagline designated by this year's YAM Contest in five different ways. Discuss the positives and negatives of each layout.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a	Demonstrate the ability to create a unique design that represents this year's YAM Design Contest theme.	• Research visual imagery that represents this year's YAM Design Contest theme.	1 block

8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10		• Gather reference images in order to create unique imagery with a level of accuracy. • Consider bold and flat design and color directives before starting sketches. • Use layers during the creative process in order to ensure ease of modifications during the editing process later on. • Students with disabilities may look through YAM designs from years past in order to gather a greater understanding of the assignment.	
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a	Demonstrate knowledge in the art elements and principles of design when creating a bold flat design for a given theme.	• Color, line, shape, form, texture with regards to YAM Design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to YAM Design	All 8 blocks
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a	Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create a desired YAM design with an overlay of the current year slogan.	• Various brush exploration and application • Various blend tool exploration and application • Various eraser tool exploration and application • Palette creation • Layer usage • Streamline adjustments for assistance with disabilities • Drawing assist adjustments for assistance with disabilities.	All 8 blocks
1.5.12adv.Cr3a NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed YAM Designs • Notes taken • Reflection • Use layers feature to assist with the process of making edits to designs.	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
iPad Pro 12.9 inch display *Apple Pencil* *Apple Device Charger* *Otterbox Case* *Apple Pencil adapter* *Student-generated references* *Google Docs* *Internet access* *Procreate App* *YAM Design images from previous years.*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

- Step-by-step visual & verbal instructions for digital tools and techniques
  Use of adaptive hardware (ergonomic stylus, larger tablets, touchpads)
  Extra time for assignments or digital projects
  Written instructions or screen recordings for complex software steps
  Focus on key elements; simplify multi-step projects
  Peer or teacher support for software navigation
  Quiet workspace to minimize distractions

English Language Learners (ELLs)

- Visual tutorials, diagrams, and video demonstrations
  Label software tools and menus in English and native language when possible
  Sentence starters and vocabulary lists for discussing artwork digitally
  Allow explanations through sketches or digital mockups
  Peer collaboration for support with software and project ideas
  Repeat instructions & check comprehension frequently

Students at Risk of Failure

- Break digital projects into small, manageable steps
  Frequent feedback and progress checks
  Extra practice sessions or tutorials for software skills
  Progress checklist for each project milestone
  Grading emphasizes effort, creativity, and process, not only final product
  Offer alternative digital projects aligned with interests to boost engagement

Students with 504 Plans

- Flexible deadlines for software-intensive projects
  Seating or screen accommodations for ergonomic needs
  Use of adaptive software or hardware tools
  Extended time for assessments or project submissions
  Written instructions alongside verbal guidance
  Collaborate with support staff to implement individualized accommodations

Gifted & Talented Students

- Independent or self-directed digital projects
  Experimentation with advanced techniques, plugins, or software features
  Complex problem-solving challenges (e.g., animation, multi-layered composition)
  Opportunities for competitions, online portfolios, or exhibitions
  Cross-curricular integration (e.g., storytelling, game design, marketing)
  Mentorship or collaboration with professional digital artists

Stage 1 Desired Results
Unit Title #6: A Holiday Tradition: Greeting Card Design
Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create a greeting card.
Unit Learning Targets
NJSLS Standards: 1.5.12adv.Cr1b: 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.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking ***(CS & DT)*****:**
8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
What are the characteristics of professional and effective greeting card design? *How do the art elements and principles of design play a role in effective greeting card design?* *How can you incorporate eye catching elements into a greeting card design?* *How does professionalism in design determine how successful a book cover design will be?*	A greeting card designer will decide how written messages will work into the overall look of the card as a buyer will expect that a card will have the imagery and words they struggle to find for a given occasion. Bold color palettes, striking fonts, and visually appealing designing elements make a card stand out to a prospective buyer. Designers must think very carefully about the design of the top ⅓ of the greeting card, because it's the most visible area of the card when they are placed on displays in overlapping rows.
Students will know: Design professionalism.	**Students will be able to:** Create a unique greeting card design.

Typeface and its effects Fine craftsmanship Art elements and principles of design Greeting card design Vocabulary: ● Greeting card cover template ● Layout ● Overlay ● Streamline ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern, contrast)	Research and gather imagery for a type (holiday, birthday, get well, etc.) of greeting card before sketching begins. Choose the appropriate digital tools available to achieve desired results, including digital brushes, blenders, colors and selectors. Utilize unique font for the text in the greeting card with thoughtful placement in the overlay of the design elements. Use layers during the creative process in order to ensure ease of modifications during the editing process later on. Participate in constructive critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Greeting Card Design

Formative Assessments:

- Initial sketches
- Visual reference materials
- Teacher Observation
- Peer to Peer critique
- Self-critique

Common Benchmark Assessments:
Greeting Card Design Assessment

Alternative Assessments:
10 greeting card designs that inspire: create a Google doc with 10 greeting card designs and analyze each using art elements and design principles.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of greeting card design.	● Theme or mood selected for greeting card design with consideration given to the target audience and selected holiday or occasion. ● Use reference materials during brainstorming to direct the vision of the intended greeting card design. ● Greeting card examples in various styles, for various occasions to enhance understanding for students with disabilities. ● Greeting card templates for students with disabilities. ● Streamline adjustments for assistance with disabilities	1 block
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when developing a unique greeting card design.	● Color, line, shape, form, texture with regards to greeting card design. ● Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to greeting card design.	All 6 blocks
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a	Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create an overall professional and completed greeting card design.	● Various brush exploration and application ● Various blend tool exploration and application ● Various eraser tool exploration and application ● Palette creation ● Streamline adjustments for assistance with disabilities	All 6 blocks
1.5.12adv.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7	Serve as a test audience to peers and provide constructive criticism for improvements.	● Participation in a group critique of completed designs. ● Notes taken ● Reflection ● Edits, modifications made	1 block

RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b			

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
iPad Pro 12.9 inch display *Apple Pencil* *Apple Device Charger* *Otterbox Case* *Apple Pencil adapter* *Student-generated references* *Google Docs* *Internet access* *Procreate App* *Examples of different types of greeting cards*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

- Step-by-step visual & verbal instructions for digital tools and techniques
  Use of adaptive hardware (ergonomic stylus, larger tablets, touchpads)
  Extra time for assignments or digital projects
  Written instructions or screen recordings for complex software steps
  Focus on key elements; simplify multi-step projects

Peer or teacher support for software navigation
Quiet workspace to minimize distractions

English Language Learners (ELLs)

- Visual tutorials, diagrams, and video demonstrations
  Label software tools and menus in English and native language when possible
  Sentence starters and vocabulary lists for discussing artwork digitally
  Allow explanations through sketches or digital mockups
  Peer collaboration for support with software and project ideas
  Repeat instructions & check comprehension frequently

Students at Risk of Failure

- Break digital projects into small, manageable steps
  Frequent feedback and progress checks
  Extra practice sessions or tutorials for software skills
  Progress checklist for each project milestone
  Grading emphasizes effort, creativity, and process, not only final product
  Offer alternative digital projects aligned with interests to boost engagement

Students with 504 Plans

- Flexible deadlines for software-intensive projects
  Seating or screen accommodations for ergonomic needs
  Use of adaptive software or hardware tools
  Extended time for assessments or project submissions
  Written instructions alongside verbal guidance
  Collaborate with support staff to implement individualized accommodations

Gifted & Talented Students

- Independent or self-directed digital projects
  Experimentation with advanced techniques, plugins, or software features
  Complex problem-solving challenges (e.g., animation, multi-layered composition)
  Opportunities for competitions, online portfolios, or exhibitions
  Cross-curricular integration (e.g., storytelling, game design, marketing)
  Mentorship or collaboration with professional digital artists

Stage 1 Desired Results

Unit Title #7: Midterm: Emoji Collage Portrait

Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create a portrait using various emojis.

Unit Learning Targets

NJSLS Standards:

1.5.12adv.Cr1b: 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.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
How has collage changed throughout history and what are the real-world applications for collage today?	Coined by cubist artists Braque and Picasso, the term “collage” comes from the French word *coller*, or “to glue.” The movement itself emerged under this pair of artists, who began working with various mediums to create avant-garde assemblages around 1910.

What are the characteristics of creating portrait with unconventional materials? *How do the art elements and principles of design play a role in an effective portrait?*	In the dawn of the digital age, more modern artists began exploring the practice of collage with new digital materials and then the emoji portrait was born. Value, color, and placement are the key factors in producing an effective emoji collage portrait.
Students will know: Design professionalism Fine craftsmanship Art elements and principles of design Digital collage Vocabulary: ● Streamline ● Layers ● Merging ● Collage ● Emoji ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern, contrast)	**Students will be able to:** Create a unique portrait using only collaged emojis. Research and gather emojis based on color and value that will appropriately mimic imagery in the chosen portrait. Use layers during the creative process in order to ensure ease of modifications during the editing process later on. Group emojis together into clusters by merging layers to streamline the collage process. Participate in constructive critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence
Summative Assessments: Emoji Portrait Collage
Formative Assessments: ● Initial sketches ● Visual reference materials ● Teacher Observation ● Peer to Peer critique ● Self-critique

Common Benchmark Assessments:
Emoji Portrait Collage Assessment

Alternative Assessments:
5 emoji celebrity portraits that inspire: create a Google doc with 5 emoji portrait and analyze each using art elements and design principles.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of digital collage.	• Collect various emojis by color, value and form before collaging process begins. • Use portrait as an underlayer for a template of where to place each emoji individually or as a cluster. • Emoji portrait examples to enhance understanding for students with disabilities. • Assist disabled students with clustering emojis into one layer for ease of collage assemblage. • Streamline adjustments for eraser and selection tools for assistance with disabilities.	1 block leading up to the midterm
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when developing a unique collaged emoji portrait.	• Color, line, shape, form, texture with regards to collaged emoji portrait. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to collaged emoji portrait.	Midterm
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a	Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that	• Various brush exploration and application • Various blend tool exploration and application • Various eraser tool exploration and application • Palette creation	Midterm

	will create an overall professional and completed emoji collage portrait.	• Streamline adjustments for assistance with disabilities	
1.5.12adv.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed designs. • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
iPad Pro 12.9 inch display *Apple Pencil* *Apple Device Charger* *Otterbox Case* *Apple Pencil adapter* *Student-generated references* *Google Docs* *Internet access* *Procreate App* *Images of celebrity emoji portraits*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

- Step-by-step visual & verbal instructions for digital tools and techniques
  Use of adaptive hardware (ergonomic stylus, larger tablets, touchpads)
  Extra time for assignments or digital projects
  Written instructions or screen recordings for complex software steps
  Focus on key elements; simplify multi-step projects
  Peer or teacher support for software navigation
  Quiet workspace to minimize distractions

English Language Learners (ELLs)

- Visual tutorials, diagrams, and video demonstrations
  Label software tools and menus in English and native language when possible
  Sentence starters and vocabulary lists for discussing artwork digitally
  Allow explanations through sketches or digital mockups
  Peer collaboration for support with software and project ideas
  Repeat instructions & check comprehension frequently

Students at Risk of Failure

- Break digital projects into small, manageable steps
  Frequent feedback and progress checks
  Extra practice sessions or tutorials for software skills
  Progress checklist for each project milestone
  Grading emphasizes effort, creativity, and process, not only final product
  Offer alternative digital projects aligned with interests to boost engagement

Students with 504 Plans

- Flexible deadlines for software-intensive projects
  Seating or screen accommodations for ergonomic needs
  Use of adaptive software or hardware tools
  Extended time for assessments or project submissions
  Written instructions alongside verbal guidance
  Collaborate with support staff to implement individualized accommodations

Gifted & Talented Students

- Independent or self-directed digital projects
  Experimentation with advanced techniques, plugins, or software features
  Complex problem-solving challenges (e.g., animation, multi-layered composition)
  Opportunities for competitions, online portfolios, or exhibitions
  Cross-curricular integration (e.g., storytelling, game design, marketing)
  Mentorship or collaboration with professional digital artists

Stage 1 Desired Results
Unit Title #8: Designing for Monmouth Arts: Creating the Teen Arts Cover Design
Unit Summary: Students will create a unique Teen Arts Cover Design for the annual contest using the theme provided by Monmouth Arts.
Unit Learning Targets
NJSLS Standards: 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work. 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
Computer Science & Design Thinking ***(CS & DT)*****:** 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
Interdisciplinary Connections: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
How do the art elements and principles of design paired with the theme provided by Monmouth Arts play a role in the overall Teen Arts Cover design created? *How does color theory affect the way that a completed design is interpreted?* *How does professionalism in design determine how successful the Teen Arts Cover Design will be?*	Flat and bold designs work best for reproduction of an image on multiple forms of media. Designing for a client (or in this case the judges of Monmouth Arts) can be uncertain: research ideas and use the tools that have been provided, such as information about the Teen Arts theme and visual imagery that represents it. Design execution, color use, craftsmanship and professionalism play a role in the success of any good design.
Students will know: Design professionalism Fine craftsmanship skills Art elements and principles of design Client design Layers and their effect on edits Vocabulary: ● Bold Design ● Positive and negative space ● Layout ● Streamline ● Layer ● Overlay ● Palette ● Pixels ● JPEG ● PSD (Photoshop Doc) ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern)	**Students will be able to:** Create a unique design for the Teen Arts Cover Design Contest using the prompt and specifications provided. Research and gather reference images for accuracy and cohesiveness during the creative process. Participate in constructive critique with peers, reflect and revise work based on recommendations. Choose the appropriate digital tools available to achieve desired results, including digital brushes, blenders, colors and selectors. Utilize layers as a means for edits and modifications for self and other users. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Teen Arts Cover Design

Formative Assessments:

- Gathering visual references through research
- Initial sketches
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments:
Teen Arts Cover Design Assessment

Alternative Assessments:
Research 3 previous winners of the Teen Arts Cover Design Contest: create a Google doc containing the 3 winning images and analyze each using the art elements and design principles.

Research 3 layout alternatives: Select a visual image and overlay the Monmouth Arts Logo designated by this year's Teen Arts Cover Design Contest in 3 different ways. Discuss the positives and negatives of each layout. Remember to keep an area free of design for additional information included on the cover of the brochure.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1	Demonstrate the ability to create a unique design that represents this year's Teen Arts Cover Design Contest theme.	• Research visual imagery that represents this year's Teen Arts Cover Design Contest theme. • Gather reference images in order to create unique imagery with a level of accuracy. • Use layers during the creative process in order to ensure ease of modifications during the editing process later on. • Follow size and pixel regulations defined by the contest rules.	1 block

9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10		• Students with disabilities may look through previous designs from WHS students and winners of the Teen Arts Cover Design to enhance understanding of project requirements.	
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of design when creating a design for a given theme.	• Color, line, shape, form, texture with regards to YAM Design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to Teen Arts Cover Design.	All 5 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create a desired Teen Arts Cover Design design with an overlay of the Teen Arts/ Monmouth Arts Logo	• Various brush exploration and application • Various blend tool exploration and application • Various eraser tool exploration and application • Palette creation • Layer usage • Streamline adjustments for assistance with disabilities • Drawing assist adjustments for assistance with disabilities.	All 5 blocks
1.5.12acc.Cr3a 1.5.12acc.Cn11b NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed State Teen Arts Designs • Notes taken • Reflection • Use layers feature to assist with the process of making suggested edits to designs.	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*

iPad Pro 12.9 inch display *Apple Pencil* *Apple Device Charger* *Otterbox Case* *Apple Pencil adapter* *Student-generated references* *Google Docs* *Internet access* *Procreate App* *Teen Arts Cover Design images from previous years.*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

- Step-by-step visual & verbal instructions for digital tools and techniques
  Use of adaptive hardware (ergonomic stylus, larger tablets, touchpads)
  Extra time for assignments or digital projects
  Written instructions or screen recordings for complex software steps
  Focus on key elements; simplify multi-step projects
  Peer or teacher support for software navigation
  Quiet workspace to minimize distractions

English Language Learners (ELLs)

- Visual tutorials, diagrams, and video demonstrations
  Label software tools and menus in English and native language when possible
  Sentence starters and vocabulary lists for discussing artwork digitally
  Allow explanations through sketches or digital mockups
  Peer collaboration for support with software and project ideas
  Repeat instructions & check comprehension frequently

Students at Risk of Failure

- Break digital projects into small, manageable steps
  Frequent feedback and progress checks
  Extra practice sessions or tutorials for software skills

Progress checklist for each project milestone
Grading emphasizes effort, creativity, and process, not only final product
Offer alternative digital projects aligned with interests to boost engagement

Students with 504 Plans

- Flexible deadlines for software-intensive projects
  Seating or screen accommodations for ergonomic needs
  Use of adaptive software or hardware tools
  Extended time for assessments or project submissions
  Written instructions alongside verbal guidance
  Collaborate with support staff to implement individualized accommodations

Gifted & Talented Students

- Independent or self-directed digital projects
  Experimentation with advanced techniques, plugins, or software features
  Complex problem-solving challenges (e.g., animation, multi-layered composition)
  Opportunities for competitions, online portfolios, or exhibitions
  Cross-curricular integration (e.g., storytelling, game design, marketing)
  Mentorship or collaboration with professional digital artists

Stage 1 Desired Results
Unit Title #9: Google It!: Doodle For Google
Unit Summary: Students will create a design for the Doodle4Google competition using unique visual imagery and their knowledge of the art elements and principles of design.
Unit Learning Targets
NJSLS Standards: 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work. 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

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

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Computer Science & Design Thinking *(CS & DT)***:**

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
How do the art elements and principles of design paired with the theme provided by Doodle4Google play a role in the overall design created? *How does color theory affect the way that a completed design is interpreted?* *How does professionalism in design determine how successful the Doodle4Google design will be?*	Google includes various modifications or humorous features, such as cartoon modification of their logo for use on holidays, birthdays of famous people and major events. These special logos are known as Google Doodles and were the inspiration for the annual Doodle4Google K-12 contest. The elements of an effective logo design are: uniqueness, simplicity, adaptability (translates well from a business card to a billboard), appropriateness to the target audience (reflects a company's cultures and values), and timelessness (will the design stand the test of time?)
Students will know: Design professionalism Fine craftsmanship skills Art elements and principles of design Client design Layers and their effect on edits Vocabulary:	**Students will be able to:** Create a unique design for the Doodle4Google contest using the template, prompt and specifications provided. Gather visual imagery for reference and accuracy during the creative process. Choose the appropriate digital tools available to achieve desired results, including digital brushes, blenders, colors and selectors.

• Wordmark • Bold Design • Template • Positive and negative space • Layout • Streamline • Layer • Overlay • Palette • Pixels • JPEG • PSD (Photoshop Doc) • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern)	Participate in constructive critique with peers, reflect and revise work based on recommendations. Utilize layers as a means for edits and modifications for self and other users. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:

Doodle4Google Design

Formative Assessments:

- Gathering visual references through research
- Initial sketches
- Teacher Observation
- Peer to Peer critique
- Self-critique

Common Benchmark Assessments:

Doodle4Google Design Assessment

Alternative Assessments:

Research 10 previous winners of the Doodle4Google design contest: create a Google doc containing the 10 winning images and analyze each using the art elements and design principles.

Using the template provided by Google, make sketches of 3 different images for the “G” placement that address the provided theme. Paste each into a Google Doc and analyze each using the art elements and principles of design.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate the ability to create a unique design that represents this year's Doodle4Google design contest.	● Research visual imagery that represents your interpretation of this year's Doodle4Google design prompt to be used during the creative process. ● Use layers during the creative process in order to ensure ease of modifications during the editing stage later on. ● Follow size and pixel regulations defined by the contest rules. ● Use layers with a transparent version of the template for accuracy. This is especially helpful for students with disabilities. ● Students with disabilities may look through previous designs of Doodle4Google to enhance understanding of project requirements.	1 block
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of design when creating a design for a given theme.	● Color, line, shape, form, texture with regards to YAM Design. ● Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to Doodle4Google prompt.	All 5 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create a desired Doodle4Google design.	● Various brush exploration and application ● Various blend tool exploration and application ● Various eraser tool exploration and application ● Palette creation ● Layer usage ● Streamline adjustments for assistance with disabilities ● Drawing assist adjustments for assistance with disabilities.	All 5 blocks
1.5.12acc.Cr3a 1.5.12acc.Cn11b NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2	Serve as a test audience to peers and provide constructive criticism for improvements.	● Participation in a group critique of completed Doodle4Google designs. ● Notes taken ● Reflection ● Use layers feature to assist with the process of making suggested edits to designs.	1 block

9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10			

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
iPad Pro 12.9 inch display *Apple Pencil* *Apple Device Charger* *Otterbox Case* *Apple Pencil adapter* *Student-generated references* *Google Docs* *Internet access* *Procreate App* *Doodle4Google winning designs*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

- Step-by-step visual & verbal instructions for digital tools and techniques
  Use of adaptive hardware (ergonomic stylus, larger tablets, touchpads)
  Extra time for assignments or digital projects
  Written instructions or screen recordings for complex software steps
  Focus on key elements; simplify multi-step projects

Peer or teacher support for software navigation
Quiet workspace to minimize distractions

English Language Learners (ELLs)

- Visual tutorials, diagrams, and video demonstrations
  Label software tools and menus in English and native language when possible
  Sentence starters and vocabulary lists for discussing artwork digitally
  Allow explanations through sketches or digital mockups
  Peer collaboration for support with software and project ideas
  Repeat instructions & check comprehension frequently

Students at Risk of Failure

- Break digital projects into small, manageable steps
  Frequent feedback and progress checks
  Extra practice sessions or tutorials for software skills
  Progress checklist for each project milestone
  Grading emphasizes effort, creativity, and process, not only final product
  Offer alternative digital projects aligned with interests to boost engagement

Students with 504 Plans

- Flexible deadlines for software-intensive projects
  Seating or screen accommodations for ergonomic needs
  Use of adaptive software or hardware tools
  Extended time for assessments or project submissions
  Written instructions alongside verbal guidance
  Collaborate with support staff to implement individualized accommodations

Gifted & Talented Students

- Independent or self-directed digital projects
  Experimentation with advanced techniques, plugins, or software features
  Complex problem-solving challenges (e.g., animation, multi-layered composition)
  Opportunities for competitions, online portfolios, or exhibitions
  Cross-curricular integration (e.g., storytelling, game design, marketing)
  Mentorship or collaboration with professional digital artists

Stage 1 Desired Results

Unit Title #10: **Adapting the Style of a Famous Artist to Create a New & Unique Artwork**

Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create a digital painting in the style of a famous artist.

Unit Learning Targets

NJSLS Standards:

1.5.12adv.Cr1b: 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.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
Does working in the style of another artist make the artwork any less unique?	There are 7 major styles of painting: Realism, Painterly, Impressionism, Expressionism and Fauvism, Abstraction, Abstract, and Photorealism.

What is the difference between using copyrighted reference photos to create an artwork and using an original image in a copyrighted style to create an artwork? *How do the art elements and principles of design play a role in an effective artwork?*	By learning about different styles of painting and seeing what the artists working in them created and then experimenting with different approaches, one can begin to develop and nurture a style of their own.
Students will know: Artistic professionalism Fine craftsmanship Art elements and principles of design Vocabulary: ● Streamline ● Style ● Layers ● Realism ● Painterly ● Impressionism ● Expressionism and Fauvism ● Abstraction ● Abstract ● Photorealism ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern, contrast)	**Students will be able to:** Create a unique artwork from original reference materials in the style of a famous artist. Research various artists and their work and gather original reference images before beginning sketch. Use layers during the creative process in order to ensure ease of modifications during the editing process later on. Participate in constructive critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence
Summative Assessments: Original Artwork in the Style of a Famous Artist
Formative Assessments: ● Initial sketches ● Visual reference materials

- Teacher Observation
- Peer to Peer critique
- Self-critique

Common Benchmark Assessments:
Original Artwork in the Style of a Famous Artist Assessment

Alternative Assessments:
10 famous artists that inspire: create a Google doc with10 images from famous artists that inspire and analyze each style using art elements and design principles.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of digital painting.	• Research syles of art and the artists who used them prior to the brainstorming and sketching process. • Practice mimicking a chosen style before applying color to a completed sketch. • Present various examples of different styles of art in order to enhance understanding for students with disabilities. • Streamline brush adjustments to assist students with disabilities.	1 block
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when developing a unique artwork in the style of a famous artist.	• Color, line, shape, form, texture with regards to an artwork in the style of a famous artist. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to an artwork in the style of a famous artist.	All 7 blocks

1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a	Demonstrate knowledge in the art elements and principles of design when selecting a particular brush, blending tool, color application that will create an overall professional and completed artwork in the style of a famous artist.	• Various brush exploration and application • Various blend tool exploration and application • Various eraser tool exploration and application • Palette creation • Streamline adjustments for assistance with disabilities	All 7 blocks
1.5.12adv.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed artworks. • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
iPad Pro 12.9 inch display *Apple Pencil* *Apple Device Charger* *Otterbox Case* *Apple Pencil adapter* *Student-generated references* *Google Docs* *Internet access* *Procreate App* *Artworks in various styles created by famous artists.*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

- Step-by-step visual & verbal instructions for digital tools and techniques
  Use of adaptive hardware (ergonomic stylus, larger tablets, touchpads)
  Extra time for assignments or digital projects
  Written instructions or screen recordings for complex software steps
  Focus on key elements; simplify multi-step projects
  Peer or teacher support for software navigation
  Quiet workspace to minimize distractions

English Language Learners (ELLs)

- Visual tutorials, diagrams, and video demonstrations
  Label software tools and menus in English and native language when possible
  Sentence starters and vocabulary lists for discussing artwork digitally
  Allow explanations through sketches or digital mockups
  Peer collaboration for support with software and project ideas
  Repeat instructions & check comprehension frequently

Students at Risk of Failure

- Break digital projects into small, manageable steps
  Frequent feedback and progress checks
  Extra practice sessions or tutorials for software skills
  Progress checklist for each project milestone
  Grading emphasizes effort, creativity, and process, not only final product
  Offer alternative digital projects aligned with interests to boost engagement

Students with 504 Plans

- Flexible deadlines for software-intensive projects
  Seating or screen accommodations for ergonomic needs
  Use of adaptive software or hardware tools
  Extended time for assessments or project submissions

Written instructions alongside verbal guidance
Collaborate with support staff to implement individualized accommodations

Gifted & Talented Students

- Independent or self-directed digital projects
  Experimentation with advanced techniques, plugins, or software features
  Complex problem-solving challenges (e.g., animation, multi-layered composition)
  Opportunities for competitions, online portfolios, or exhibitions
  Cross-curricular integration (e.g., storytelling, game design, marketing)
  Mentorship or collaboration with professional digital artists

Stage 1 Desired Results

Unit Title #11: Designing for Our Students: WHS Tracker/Planner Design

Unit Summary: Students will create a spirited Wall High School Tracker/Planner Design using knowledge of the art elements and principles of design.

Unit Learning Targets

NJSLS Standards:

1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.

1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
How do the art elements and principles of design play a role in the overall WHS Tracker design created? *How does color theory affect the way that a completed design is interpreted?* *How does text style selection affect the way that a completed design is interpreted?* *How does professionalism in design determine how successful the WHS Tracker design will be?*	Flat and bold designs work best for reproduction of an image on multiple forms of media. School spirit is key to a winning design. Designing for a client (or in this case the administration of WHS who will judge the work) can be uncertain: research ideas and use the tools that have been provided, such as information about the school including the Wall “W”, the Knight mascot, the school building, etc.
Students will know: Design professionalism Fine craftsmanship skills Art elements and principles of design Client design Layers and their effect on edits Vocabulary: ● Positive and negative space ● Layout ● Streamline ● Layer ● Overlay ● Palette ● Pixels ● JPEG ● PSD (Photoshop Doc) ● Art Elements (line, shape, color, texture, value and form)	**Students will be able to:** Create a unique spirited design for the Wall High School Student Planner Cover. Gather visual imagery for reference and accuracy during the creative process. Students are encouraged to use the Wall W, knight, the building, hallways, lockers, classrooms, etc. Choose the appropriate digital tools available to achieve desired results, including digital brushes, blenders, colors and selectors. Participate in constructive critique with peers, reflect and revise work based on recommendations. Utilize layers as a means for edits and modifications for self and other users. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

• Principles of Design (balance, rhythm, unity, pattern)	

Stage 2 Assessment Evidence
Summative Assessments: Wall High School Planner/Tracker Design
Formative Assessments: • Gathering visual references through research • Initial sketches • Teacher Observation • Peer to Peer critique • Self-critique
Common Benchmark Assessments: Wall High School Planner/Tracker Design Assessment
Alternative Assessments: Critique the 5 previous winning designs: create a Google doc containing 5 cover images and analyze each using the art elements and design principles. Overlaying text: Using a previous winning design, modify the text placement in 3 different ways. Paste the 3 different images into a Google Doc and evaluate the layout of each using the art elements and principles of design.

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1	Demonstrate the ability to create a unique and spirited design that represents Wall High School.	• Research visual imagery from a reference and accuracy during the creative process. Students are encouraged to use the Wall W, knight, the building, hallways, lockers, classrooms, etc. • Use layers during the creative process in order to ensure ease of modifications during the editing stage later on.	1 block

9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10		• Students with disabilities may view previous winning designs in order to enhance understanding of project requirements.	
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of design when creating a cover for the tracker/planner design.	• Color, line, shape, form, texture with regards to the tracker/planner design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to the tracker/planner design.	All 5 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of design when selecting a particular brush, blending tool, color application that will create a desired image for the tracker/planner design.	• Various brush exploration and application • Various blend tool exploration and application • Various eraser tool exploration and application • Palette creation • Layer usage • Streamline adjustments for assistance with disabilities • Drawing assist adjustments for assistance with disabilities.	All 5 blocks
1.5.12acc.Cr3a 1.5.12acc.Cn11b NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed tracker/planner designs. • Notes taken • Reflection • Use layers feature to assist with the process of making suggested edits to designs.	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*

iPad Pro 12.9 inch display *Apple Pencil* *Apple Device Charger* *Otterbox Case* *Apple Pencil adapter* *Student-generated references* *Google Docs* *Internet access* *Procreate App* *Phonto App* *Tracker/planner designs from former students for examples*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

- Step-by-step visual & verbal instructions for digital tools and techniques
  Use of adaptive hardware (ergonomic stylus, larger tablets, touchpads)
  Extra time for assignments or digital projects
  Written instructions or screen recordings for complex software steps
  Focus on key elements; simplify multi-step projects
  Peer or teacher support for software navigation
  Quiet workspace to minimize distractions

English Language Learners (ELLs)

- Visual tutorials, diagrams, and video demonstrations
  Label software tools and menus in English and native language when possible
  Sentence starters and vocabulary lists for discussing artwork digitally
  Allow explanations through sketches or digital mockups
  Peer collaboration for support with software and project ideas
  Repeat instructions & check comprehension frequently

Students at Risk of Failure

- Break digital projects into small, manageable steps
  Frequent feedback and progress checks

Extra practice sessions or tutorials for software skills
Progress checklist for each project milestone
Grading emphasizes effort, creativity, and process, not only final product
Offer alternative digital projects aligned with interests to boost engagement

Students with 504 Plans

- Flexible deadlines for software-intensive projects
  Seating or screen accommodations for ergonomic needs
  Use of adaptive software or hardware tools
  Extended time for assessments or project submissions
  Written instructions alongside verbal guidance
  Collaborate with support staff to implement individualized accommodations

Gifted & Talented Students

- Independent or self-directed digital projects
  Experimentation with advanced techniques, plugins, or software features
  Complex problem-solving challenges (e.g., animation, multi-layered composition)
  Opportunities for competitions, online portfolios, or exhibitions
  Cross-curricular integration (e.g., storytelling, game design, marketing)
  Mentorship or collaboration with professional digital artists

Stage 1 Desired Results
Unit Title #12: Screen Printing: Commercial T Shirt Design
Unit Summary: Students will create a unique, professional and commercial t-shirt design and then use screen-printing techniques to physically duplicate and reproduce the image.
Unit Learning Targets
NJSLS Standards: 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work. 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

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

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Computer Science & Design Thinking *(CS & DT)***:**

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
How has culture and technology changed screen-printing? How did Andy Warhol change the way we view screen-printing? Why is positive and negative space an essential consideration when creating screen-prints?	Multiple images can be created with one screen and can thereby generate mass-produced fine art products. Screen-printing techniques produce strong, colorful images faster than painting techniques. Stenciling and screen-printing method have much in common and the earliest form of artistic expression that evolved into the screen-printing technique covers the walls of European caves.
Students will know: Design professionalism Fine craftsmanship skills Art elements and principles of design Client design Layers and their effect on edits Vocabulary:	**Students will be able to:** Gather visual imagery for reference and accuracy during the creative process for accuracy. Create a unique t-shirt design with the Procreate App. Create a screen with the unique design and use it to reproduce the image on paper and fabric. Choose the appropriate digital tools available to achieve desired results, including digital brushes, blenders, colors and selectors.

• Blocking fluid • Screen-printing • Bold Design • Solid Design • Vector art • Positive and negative space • Layout • Streamline • Layer • Overlay • Palette • Pixels • JPEG • PSD (Photoshop Doc) • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern)	Participate in constructive critique with peers, reflect and revise work based on recommendations. Utilize layers as a means for edits and modifications for self and other users. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence
Summative Assessments: Screen-Printed T-Shirt Design
Formative Assessments: • Gathering visual references through research • Initial sketches • Teacher Observation • Peer to Peer critique • Self-critique
Common Benchmark Assessments: Screen-Printed T-Shirt Assessment
Alternative Assessments: 5 t-shirt designs that inspire: create a Google doc with t-shirt designs and analyze each using art elements and design principles. 5 artworks created through the process of screen-printing that inspire: create a Google doc with the screen-printed art images and analyze each using art elements and design principles.

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate the ability to create an original t-shirt design using Procreate.	• Research visual imagery from a reference and accuracy during the creative process. • Use layers during the creative process in order to ensure ease of modifications during the editing stage later on. • Students with disabilities may view videos on screen printing procedures to enhance understanding of project requirements prior to creating.	1 block (overlaps 4 blocks below)
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of design when creating an original t-shirt design.	• Color, line, shape, form, texture with regards to original t-shirt design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to original t-shirt design.	4 blocks (same 4 blocks as below)
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of design when selecting a particular brush, blending tool, color application that will create a desired image for the original t-shirt design.	• Various brush exploration and application • Various eraser tool exploration and application • Palette creation • Layer usage • Streamline adjustments for assistance with disabilities • Drawing assist adjustments for assistance with disabilities.	4 blocks (same 4 blocks as above)
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate the ability to create and use a screen print to create duplicates of one design.	• Use of blocking fluid to close in the screen in negative spaces. • Use of finished screen and inks to create completed printed designs on fabric and paper.	4 blocks
1.5.12acc.Cr3a 1.5.12acc.Cn11b NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed screen printed images on fabric and paper. • Notes taken • Reflection • Use layers feature to assist with the process of making suggested edits to designs.	1 block

9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10			

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
iPad Pro 12.9 inch display *Apple Pencil* *Apple Device Charger* *Otterbox Case* *Apple Pencil adapter* *Student-generated references* *Google Docs* *Internet access* *Procreate App* *Phonto App* *Screen examples from previous years and the images they created.* *Silk-screen mesh* *Embroidery hoops* *Speedball Fabric ink* *Speedball all-purpose ink* *Speedball Screen block* *Paintbrushes* *Microns*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

- Step-by-step visual & verbal instructions for digital tools and techniques
  Use of adaptive hardware (ergonomic stylus, larger tablets, touchpads)
  Extra time for assignments or digital projects
  Written instructions or screen recordings for complex software steps
  Focus on key elements; simplify multi-step projects
  Peer or teacher support for software navigation
  Quiet workspace to minimize distractions

English Language Learners (ELLs)

- Visual tutorials, diagrams, and video demonstrations
  Label software tools and menus in English and native language when possible
  Sentence starters and vocabulary lists for discussing artwork digitally
  Allow explanations through sketches or digital mockups
  Peer collaboration for support with software and project ideas
  Repeat instructions & check comprehension frequently

Students at Risk of Failure

- Break digital projects into small, manageable steps
  Frequent feedback and progress checks
  Extra practice sessions or tutorials for software skills
  Progress checklist for each project milestone
  Grading emphasizes effort, creativity, and process, not only final product
  Offer alternative digital projects aligned with interests to boost engagement

Students with 504 Plans

- Flexible deadlines for software-intensive projects
  Seating or screen accommodations for ergonomic needs
  Use of adaptive software or hardware tools
  Extended time for assessments or project submissions
  Written instructions alongside verbal guidance
  Collaborate with support staff to implement individualized accommodations

Gifted & Talented Students

- Independent or self-directed digital projects
  Experimentation with advanced techniques, plugins, or software features
  Complex problem-solving challenges (e.g., animation, multi-layered composition)
  Opportunities for competitions, online portfolios, or exhibitions
  Cross-curricular integration (e.g., storytelling, game design, marketing)
  Mentorship or collaboration with professional digital artists

Stage 1 Desired Results
Unit Title #13: Wearable Art: Buttons & Stickers
Unit Summary: Students will create a unique, professional and commercial design and then use demonstrated techniques to physically duplicate and reproduce the image on stickers and wearable buttons.
Unit Learning Targets
NJSLS Standards: 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work. 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
Computer Science & Design Thinking *(CS & DT)*: 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
Interdisciplinary Connections: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
How has culture and technology changed the way we make wearable products? Is there a difference between wearable art and fashion? Why is positive and negative space an essential consideration when creating artwork for a wearable button or sticker?	Repeating words, images, and textures, in texts and in art, can unify a work of art. Media choices in a work of art can convey specific feelings.
Students will know: Design professionalism Fine craftsmanship skills Art elements and principles of design Layers and their effect on edits Vocabulary: ● Template ● Positive and negative space ● Layout ● Streamline ● Layer ● Overlay ● Palette ● Pixels ● JPEG ● PSD (Photoshop Doc) ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern)	**Students will be able to:** Gather visual imagery for reference and accuracy during the creative process for accuracy. Create a unique button design that fits the size and pixel specifications with the Procreate App. Choose the appropriate digital tools available to achieve desired results, including digital brushes, blenders, colors and selectors. Participate in constructive critique with peers, reflect and revise work based on recommendations. Utilize layers as a means for edits and modifications for self and other users. Print finished designs to scale, use the button maker and cutting board to complete button and sticker designs. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Wearable Button and Sticker Design

Formative Assessments:

- Gathering visual references through research
- Initial sketches
- Teacher Observation
- Peer to Peer critique
- Self-critique

Common Benchmark Assessments:
Wearable Button and Sticker Design Assessment

Alternative Assessments:
5 artful sticker designs that inspire: create a Google doc with 5 sticker designs and analyze each using art elements and design principles.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate the ability to create an original wearable button or sticker design using Procreate.	• Research visual imagery from a reference and accuracy during the creative process. • Use layers during the creative process in order to ensure ease of modifications during the editing stage later on. • Students with disabilities can watch teacher-made videos of button-creating procedures to enhance understanding of project requirements prior to creating.	1 block (overlaps 4 blocks below)
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of design when creating an original wearable button or sticker design.	• Color, line, shape, form, texture with regards to original wearable button or sticker design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to original wearable button or sticker design.	4 blocks (same 4

			blocks as below)
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of design when selecting a particular brush, blending tool, color application that will create a desired image for the original wearable button or sticker design.	• Various brush exploration and application • Various eraser tool exploration and application • Palette creation • Layer usage • Streamline adjustments for assistance with disabilities • Drawing assist adjustments for assistance with disabilities.	4 blocks (same 4 blocks as above)
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate the ability to create and use a button maker to make duplicates of one design in the form of a pin.	• Use of button maker to create wearable art. • Use of a printer and cutting board to create wearable stickers.	4 blocks
1.5.12acc.Cr3a 1.5.12acc.Cn11b NJSLSA.R7. RH.11-12.7. WHST.11-12.6. 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed wearable art images. • Notes taken • Reflection • Use layers feature to assist with the process of making suggested edits to designs.	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
iPad Pro 12.9 inch display *Apple Pencil* *Apple Device Charger*	

Otterbox Case *Apple Pencil adapter* *Student-generated references* *Google Docs* *Internet access* *Procreate App* *Phonto App* *Color printer* *Cutting Board*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of assisted technology (chromebooks at desks during presentations for students with vision impairments)
- Modification of content and student products (lessening of project expectations or production of alternate assignments)
- Time accommodations (added time for students who need it through project extensions)

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons (allowing time for extensions for students who finish early)
- Inquiry-based instruction (project creation based off students curiosity beyond what is taught)
- Independent study (development of self driven projects)
- Interest-based content (development of self driven projects)
- Student-driven instruction (development of self driven projects)

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Visual aids, former student projects.
- Teacher modeling (demonstrations with tools and materials that reinforce language learning)
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Vocabulary and terms for the projects shared on Google Classroom and written on the board in the classroom
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #14: Final Exam: A Visual Graphic Story: Comic Strip Illustration

Unit Summary: Students will create a unique comic strip illustration with original characters that reflects their knowledge of the art elements and principles of design.

Unit Learning Targets

NJSLS Standards:

1.5.12adv.Cr1b: 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.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
What are the characteristics of professional and effective character design? *How do the art elements and principles of design play a role in effective comic strip illustration?* *How does professionalism in design determine how successful a comic strip illustration will be?*	A well-developed comic strip design is a successful balance between a concept that is well suited for the short story and a beautiful visual design. Research and gathering inspiration before creating characters in a comic strip is essential. Character mannerisms and accurately

	drawn scenery that illustrate the communicated text will bring a comic strip to life.
Students will know: Design professionalism. Typeface and its effects Fine craftsmanship Art elements and principles of design Comic strip illustration Vocabulary: ● Panel, Frame or Box ● Border or Outline ● Gutter ● Tier ● Splash or splash page ● Spread ● Speech/word/dialogue balloon ● Pointer or tail ● Thought balloon ● Caption ● Sound effects ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern)	**Students will be able to:** Create a unique comic strip illustration that features unique characters and scenery. Research and gather reference photos for accuracty before sketching begins. Choose the appropriate digital tools available to achieve desired results, including digital brushes, blenders, colors and selectors. Use layers during the creative process in order to ensure ease of modifications during the editing process later on. Participate in constructive critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence
Summative Assessments: Comic Strip Illustration Design
Formative Assessments: ● Initial sketches ● Visual reference materials ● Teacher Observation

- Peer to Peer critique
- Self-critique

Common Benchmark Assessments:
Comic Strip Illustration Design Assessment

Alternative Assessments:
10 characters that inspire: create a Google doc with 10 characters from comic strips and analyze each using art elements and design principles.
3 comic strips that inspire: create a Google doc with 3 different comic strips, describing in writing, the mood or theme that each conveys and why.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of character creation in a unique comic strip illustration.	• Theme or mood selected for character, scenery and text with consideration given to the target audience. • Character examples in various styles to enhance understanding for students with disabilities • Streamline adjustments for assistance with disabilities	1 block before final exam
1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when developing a unique comic strip illustration.	• Color, line, shape, form, texture with regards to comic strip illustration. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to comic strip illustration.	All 3 blocks

1.5.12adv.Cr1b 1.5.12adv.Cr2a 1.5.12adv.Cr3a	Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create an overall professional and completed comic strip illustration.	• Various brush exploration and application • Various blend tool exploration and application • Various eraser tool exploration and application • Palette creation • Streamline adjustments for assistance with disabilities	All 3 blocks
1.5.12adv.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique of completed comic strip illustrations. • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
iPad Pro 12.9 inch display *Apple Pencil* *Apple Device Charger* *Otterbox Case* *Apple Pencil adapter* *Student-generated references* *Google Docs* *Internet access* *Procreate App* *Examples of comic strips*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

- Step-by-step visual & verbal instructions for digital tools and techniques
  Use of adaptive hardware (ergonomic stylus, larger tablets, touchpads)
  Extra time for assignments or digital projects
  Written instructions or screen recordings for complex software steps
  Focus on key elements; simplify multi-step projects
  Peer or teacher support for software navigation
  Quiet workspace to minimize distractions

English Language Learners (ELLs)

- Visual tutorials, diagrams, and video demonstrations
  Label software tools and menus in English and native language when possible
  Sentence starters and vocabulary lists for discussing artwork digitally
  Allow explanations through sketches or digital mockups
  Peer collaboration for support with software and project ideas
  Repeat instructions & check comprehension frequently

Students at Risk of Failure

- Break digital projects into small, manageable steps
  Frequent feedback and progress checks
  Extra practice sessions or tutorials for software skills
  Progress checklist for each project milestone
  Grading emphasizes effort, creativity, and process, not only final product
  Offer alternative digital projects aligned with interests to boost engagement

Students with 504 Plans

- Flexible deadlines for software-intensive projects
  Seating or screen accommodations for ergonomic needs
  Use of adaptive software or hardware tools
  Extended time for assessments or project submissions

Written instructions alongside verbal guidance
Collaborate with support staff to implement individualized accommodations

Gifted & Talented Students

- Independent or self-directed digital projects
  Experimentation with advanced techniques, plugins, or software features
  Complex problem-solving challenges (e.g., animation, multi-layered composition)
  Opportunities for competitions, online portfolios, or exhibitions
  Cross-curricular integration (e.g., storytelling, game design, marketing)
  Mentorship or collaboration with professional digital artists