Board Approval Date: 8/22/2023
Course Title: Digital Illustration 1
Course Description: This course will develop student understanding of the creative production process involved in the development of advertising, packaging, logo design, commercial art and marketing. Students will use iPad Pros and Apple Pencils to create various projects, including music album art design, book cover design, movie poster design, children's book character development and illustration, logo name design, graffiti style product placement design, Wall High School agenda cover design, and political or social cartoon illustration. Students will gain an education in producing and understanding creative and persuasive visual content. Additionally, they will develop traditional hand techniques as well as computer skills, including the use of Procreate and Phonto software for the iPad Pro to form the necessary technical skills needed in the production process. This course has practical applications as it explores real world uses of artistic and creative design.

Course Sequence & Pacing	
Estimated Number of Blocks	**Marking Period 1**
4	**Personal Identity Logo: Creating a Logo with your Name** ● Demonstrate knowledge of font construction. ● Demonstrate knowledge in the art elements and principles of design when developing a unique typeface. ● 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 logo design. ● Serve as a test audience to peers and provide constructive criticism for improvements.
8	**Art on the Move: Creation of a Unique Travel Poster for a Desired Location** ● Demonstrate knowledge of a chosen destination when creating a travel poster design. ● Demonstrate knowledge in the art elements and principles of design when developing a unique travel poster 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 travel poster design. ● Serve as a test audience to peers and provide constructive criticism for improvements.
10	**Illustrating to the Text: Recreating a Page from a Children's Book** ● Demonstrate knowledge of the text from a chosen children's book through the unique creation of characters and scenery. ● Demonstrate knowledge in the art elements and principles of design when illustrating unique scenery and characters.

	● 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 striking illustration for the children's book design. ● Serve as a test audience to peers and provide constructive criticism for improvements.
Estimated Number of Blocks	**Marking Period 2**
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	**Drawing for Film: Creating a Movie Poster Design** ● Demonstrate the ability to create a unique movie poster design that features key elements like actor images, props or iconic scenery. ● Demonstrate knowledge in the art elements and principles of design when creating a bold movie poster design. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create a desired movie poster design with a text overlay of the movie title. ● Serve as a test audience to peers and provide constructive criticism for improvements.
Midterm	**Midterm: Illustrating a Pun** ● Demonstrate the ability to create a unique illustration for a chosen pun that features appropriate visual imagery to communicate the idea with ease. ● Demonstrate knowledge in the art elements and principles of design when creating an illustrated pun. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create a desired effect for the illustrated pun. ● 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	**Drawing to the Sound of the Music: Creating a Concert Poster or Album Cover Design** ● Demonstrate the ability to create a unique design that represents the overall vibe, plot or theme of a musical, concert or album. ● Demonstrate knowledge in the art elements and principles of design when creating a design for an album, musical or concert poster design. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create a desired image for an album cover, concert or musical poster design. ● 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	**Graffiti in Advertising: A Guerilla Tactic in the Marketing World** ● Demonstrate the ability to create a unique design that represents a chosen product with a graffiti-style advertisement. ● Demonstrate knowledge in the art elements and principles of design when creating a bold design for a graffiti advertisement. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create a desired effects for graffiti advertisement design. ● Serve as a test audience to peers and provide constructive criticism for improvements.
3 & Final Exam	**Drawing on Political and Social Ideas: Creation of a Political Cartoon or Propaganda Poster** ● Demonstrate the ability to create a unique social or political cartoon or propoganda poster on a chosen issue. ● Demonstrate knowledge in the art elements and principles of design when creating a bold design for a political or social cartoon. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular brush, blending tool, color application that will create a desired effects for political or social cartoon design. ● Serve as a test audience to peers and provide constructive criticism for improvements.

Stage 1 Desired Results
Unit Title #1: Personal Identity Logo: Creating a Logo with your Name
Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create their logo name design.
Unit Learning Targets

NJSLS Standards:

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

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.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

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.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 logo design? *How do the art elements and principles of design play a role in effective logo design?* *How does typeface play a large role in logo design?* *How are logos related to branding?* *How do artists and designers learn from trial and error?*	A creative and professional name logo design can enhance a portfolio and when used on a resume or a letterhead, it can make an applicant memorable and different from other prospective employees. A logo is the single most important visible manifestation of a company's brand.

	Effective logos are unique, comprehensible, and give some sense of meaning about a company and its services or a person and his/her abilities. Logo designers have a myriad of decisions to make when creating a logo, including color, visual elements and typography.
Students will know: Design professionalism. Typeface and its effects Fine craftsmanship Art elements and principles of design Vocabulary: ● Logo ● Layout ● Typography ● Serif ● Font ● Ascender Line ● Cap Height ● X-Height ● Base Line ● Descender Line ● Streamline ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern)	**Students will be able to:** Create a unique logo with their name that expresses their creativity and individuality. Create a unique typeface for the letters in their name that projects a desired mood or theme. 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. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence
Summative Assessments: Logo Name Design
Formative Assessments: ● Initial sketches

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

Common Benchmark Assessments:
Logo Name Design Assessment

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

1.5.12prof.Cr1a
1.5.12acc.Cr1b
1.5.12acc.Cr2a
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 font construction.	• Theme or mood selected for font
		• Use letter construction guidelines:
		  ○ Ascender Line
		  ○ Cap Height
		  ○ X-Height
		  ○ Base Line
		  ○ Descender Line
		• Use of control characters for assistance with disabilities
		• Streamline adjustments for assistance with disabilities
			1 block for construction set-up, 1 for creation

1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 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 in the art elements and principles of design when developing a unique typeface.	• Color, line, shape, form, texture with regards to logo design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to logo design.	All 4 blocks

8.1.12.AP.4			
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 an overall professional and completed logo 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 4 blocks
1.5.12acc.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 design. • 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*	

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: Art on the Move: Travel Poster Design
Unit Summary: Students will use unique visual imagery, references from a chosen location, and their knowledge of the art elements and principles of design to create a travel poster 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. 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. 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. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 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.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:

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 has the Internet impacted the marketing and sale of travel? *What is the advantage to creating an illustration or design versus using a photograph of the same place for marketing travel?* *How do artists and designers determine whether a particular direction in their work is effective?* *How do artists and designers learn from trial and error?*	Visual media has been used as a marketing device for over two hundred years. Posters have been displayed in public places all over the world. Visual media has been made to be visually striking, to attract the attention of the viewer and entice us to attend specific events or purchase particular products or services. Travel poster advertising or proposing a travel destination, through artistic articulation was a successful source of travel marketing in the 1920s and 30s. Railways, special events or activities, swanky ocean liners like the Titanic, were subjects of vibrant visual media, ushering a new era of excitement about the adventures of travel, channeled through the language of design.
Students will know: Design professionalism. Typeface and its effects Fine craftsmanship Art elements and principles of design Persuasive content Marketing devices with regards to artistic creation.	**Students will be able to:** Create a unique travel poster design on a country, city, state or specific place that expresses their creativity and individuality. Choose a unique typeface for the letters in the travel design that projects the chosen destination. Participate in constructive critique with peers, reflect and revise work based on recommendations.

Vocabulary: ● Layout ● Typography ● Streamline ● Layer ● Overlay ● Palette ● Pixels ● JPEG ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern)	Choose the appropriate digital tools available to achieve desired results, including digital brushes, blenders, colors and selectors. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Travel Poster Design

Formative Assessments:

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

Common Benchmark Assessments:
Travel Poster Design Assessment

Alternative Assessments:
10 travel posters that inspire: create a Google doc with 10 travel posters and analyze each using art elements and design principles.
10 digital or print advertisements for travel that inspire: create a Google doc with 10 advertisements and analyze each, describing the marketing approach and reasons why it is successful or not successful.

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.Cr2b 1.5.12adv.Cr2c 1.5.12acc.Cr1b 1.5.12acc.Cr2a 1.5.12acc.Cr3a 8.1.12.AP.4 9.4.12.CI.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of a chosen destination when creating a travel poster design.	● Create a list of visual components that should appear in your design in order to entice a potential traveler to book a vacation. ● Look through Phonto, 1001 Fonts, DaFont to find lettering that matches the overall theme, mood and locale of your travel destination. ● Assist students with disabilities with the use of visual marketing examples of the chosen destination.	1 block
1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12acc.Cr1b 1.5.12acc.Cr2a 1.5.12acc.Cr3a	Demonstrate knowledge in the art elements and principles of design when developing a unique travel poster design.	● Color, line, shape, form, texture with regards to travel poster design. ● Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to travel poster design.	All 8 blocks
1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12acc.Cr1b 1.5.12acc.Cr2a 1.5.12acc.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 travel poster 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 ● Drawing assist adjustments for assistance with disabilities.	All 8 blocks
1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12acc.Cr1b 1.5.12acc.Cr2a 1.5.12acc.Cr3a 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 travel poster designs. ● Notes taken ● Reflection ● Edits, modifications made	1 block

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*
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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: Illustrating to the Text: Recreating a Page from a Children's Book
Unit Summary: Using knowledge of the art elements and principles of design and only text, students will create unique character designs and settings to create new visual imagery for the words of a chosen children's book.
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. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 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: 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: *What are the real-world applications for illustration today?* *How can text be interpreted by an illustrator? How many variations are possible?* *How are children books and the process of creating children books similar or different from illustrated manuscripts?*	**Unit Enduring Understandings:** Successful illustrations for children's books will convey the story without text. Character development in illustration can provoke thought and curiosity among readers. Use of reference photos for accurate sketches are crucial, and when combined with new ideas and other imagery, are not considered plagiarism.
Students will know: Design professionalism Fine craftsmanship Art elements and principles of design Character and setting design as it applies to children's illustrations Vocabulary: ● Illustration ● Illustrated manuscripts ● Character development ● Positive and negative space ● Layout ● Typography ● Streamline ● Layer ● Overlay ● Palette ● Pixels ● JPEG ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern)	**Students will be able to:** Create unique characters in a unique setting in their own style, by illustrating existing text from a chosen children's book. Choose a unique typeface for the provided text in the children's book that reflects the overall mood or theme of the story. 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. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Children's Book Recreation

Formative Assessments:

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

Common Benchmark Assessments:
Children's Book Recreation Assessment

Alternative Assessments:
5 Children's Book images that inspire: create a Google doc with 5 children's book images (interior or cover) and analyze each using art elements and design principles.
Choose 5 areas of text in a children's book that are a true documentation of what the paired imagery portrays: create a Google doc with 5 excerpts of text and analyze each, describing the reasons why the imagery is successful.

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.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 the text from a chosen children's book through the unique creation of characters and scenery.	• Create a list of visual components that should appear in your illustration in order to convey the words that appear on the page. • Look through Phonto, 1001 Fonts, DaFont to find lettering that matches the overall theme, mood of your illustrated children's book. • Students with disabilities may look through several examples from past students in order to gather a greater understanding of the assignment.	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 illustrating unique scenery and characters.	• Color, line, shape, form, texture with regards to travel poster design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to children's illustrations.	same 8 blocks as row below
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 an overall professional and striking illustration for the children's book 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 • Drawing assist adjustments for assistance with disabilities.	same 8 blocks as row above
	Demonstrate the ability to assemble a physical book with unique covers and interior pages that exhibits fine craftsmanship and professionalism.	• Precisely measure and cut chipboard • Rubber cement dry mount method • Use of glue with precision • Page and cover assembly	2 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.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 children's book 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* *Phonto App* *1001 Fonts* *DaFont* *Chipboard* *Printer* *Rubber Cement* *Scissors* *Cutting Board* *Pencils* *Rulers* *Examples of projects from former students*	

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)*:

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:

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 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)	**Students will be able to:** 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
1.5.12prof.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 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
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	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,	All 8 blocks

		Pattern, Unity, and Variety with regards to yearbook clipart design.	
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 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 • Drawing assist adjustments for assistance with disabilities.	All 8 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 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	**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.

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

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
1.5.12prof.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 YAM Design Contest theme.	● Research visual imagery that represents this year's YAM Design Contest theme. ● 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 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 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
1.5.12prof.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 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
1.5.12acc.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 YAM Designs ● Notes taken ● Reflection ● Use layers feature to assist with the process of making 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* *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: Drawing for Film: Creating a Movie Poster Design

Unit Summary: Students will use unique visual imagery that represents a chosen movie and knowledge of the art elements and principles of design to create a movie poster.

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.

1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

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.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

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 movie poster design? *How does color theory and color placement affect the way that a completed movie poster design is interpreted?* *How does text style selection affect the way that a completed movie poster design is interpreted?* *How does professionalism in design determine how successful the movie poster design will be?*	● AIDA is a four-step formula which has been used as the bases of thousands of successful movie advertising campaigns: attention, interest, desire, and action. ● The most effective movie posters are iconic, presenting the themes in the film without resorting to explicitly saying what it's about. ● Some of the most memorable film posters out there have used bold, unique consistent artistic styles to their advantage in both the movie's promotional materials and throughout the film.
Students will know: Design professionalism Fine craftsmanship skills Art elements and principles of design AIDA and its impact on movie poster creation Layers and effect on edits Vocabulary: ● AIDA - attention, interest, desire and action ● Bold Design ● 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)	**Students will be able to:** Create a unique movie poster design that provides just enough information about the film for the potential consumer. Research and gather reference images from the film, including actor stills, scenery or specific props to assist in the creative process. 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. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Movie Poster Design

Formative Assessments:

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

Common Benchmark Assessments:
Movie Poster Design Assessment

Alternative Assessments:
10 movie posters that inspire: create a Google doc with 10 movie posters and analyze each using art elements and design principles.
10 digital or print advertisements for movies that inspire: create a Google doc with 10 advertisements and analyze each, describing the marketing approach and reasons why it is successful or not successful.

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 movie poster design that features key elements like actor images, props or iconic scenery.	• Create a list of visual components that should appear in your design in order to entice a potential customer to purchase a movie ticket: actor stills, props, scenery. • Look through Phonto, 1001 Fonts, DaFont to find lettering that matches the overall theme, mood of the movie genre. • Use layers during the creative process in order to ensure ease of modifications during the editing process later on.	1 block

		• Assist students with disabilities with the use of visual marketing examples of a chosen movie to enhance understanding.	
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 bold movie poster design.	• Color, line, shape, form, texture with regards to movie poster design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to movie poster design.	All 6 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 movie poster design with a text overlay of the movie title.	• 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 6 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 movie poster design • 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* *Phonto App* *DaFont* *1001Fonts* *Successful Movie Advertising Campaign Materials: posters, print ads, advertisements.*	

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: Illustrating a Chosen Pun
Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create an illustration for a chosen pun.

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.

1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

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.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

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 illustration changed throughout history and what are the real-world applications for illustration today?* ● *How can text be interpreted by an illustrator? How many variations are possible?* ● *What are the characteristics of creating a successful illustration of words?*	● The pun, also called paronomasia, is a form of word play that exploits multiple meanings of a term, or of similar-sounding words, for an intended humorous or rhetorical effect. ● Puns have a long history in human writing. Sumerian cuneiform and Egyptian hieroglyphs were originally based on punning systems, and the Roman playwright Plautus was famous for his puns and word games.

• *How do the art elements and principles of design play a role in effective pun illustration?*	• Punning has been credited as the fundamental concept behind alphabets, writing, and even human civilization.
Students will know: Design professionalism Fine craftsmanship skills Art elements and principles of design Pun (paronomasia) and it's history Layers and effects on edits Vocabulary: • Pun (paronomasia) • Bold Design • 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)	**Students will be able to:** Create a unique illustration for a chosen pun. Demonstrate knowledge in the art elements and principles of design when developing the illustration for the chosen pun. 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. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence
Summative Assessments: Illustrating a Pun
Formative Assessments: • Gathering visual references through research • Initial sketches • Teacher Observation

- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments:
Illustrating a Pun Assessment

Alternative Assessments:
2 puns that inspire: create a Google doc with 2 illustrated puns 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 a unique illustration for a chosen pun that features appropriate visual imagery to communicate the idea with ease.	• Create a list of visual components and find reference imagery that should appear in the illustration in order to effectively communicate the pun. • Look through Phonto, 1001 Fonts, DaFont to find lettering that matches the overall theme, mood of the illustrated pun. • Use layers during the creative process in order to ensure ease of modifications during the editing process post critique. • Assist students with disabilities with the use of illustrated pun examples in order to enhance understanding.	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 an illustrated pun.	• Color, line, shape, form, texture with regards to movie poster design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to illustrated pun.	Midterm and Homework
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 effect for the illustrated pun.	• 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	Midterm and Homework

		• Drawing assist adjustments for assistance with disabilities.	
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 illustrated pun. • 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* *Phonto App* *DaFont* *1001Fonts* *Illustrated Pun examples from the web.*	

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)	**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.

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

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	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.	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		• 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. • 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	**Students will be able to:**

Fine craftsmanship skills Art elements and principles of design Client design Layers and their effect on edits Vocabulary: ● 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)	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. 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 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 Doodle4Google 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* *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: Drawing to the Sound of the Music: Creating a Concert Poster or Album Cover Design

Unit Summary: Students will create a concert, musical or album cover redesign 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: *How has the age of technology that we live in changed the demand for concert posters, musical posters and album art?* *What determines a high-quality design when creating for a client?* *How do you think album, concert or musical art will evolve in the next twenty years?* *Does music go hand-in-hand with art? Can you have one without the other?*	**Unit Enduring Understandings:** Album covers are an important part of the culture of music and have become renowned for being a marketing tool and an expression of artistic intent. The musical poster is designed to suggest the experience that a musical production holds for the potential audience member – what you will see, hear and feel once you've paid your hard-earned money for a seat in the theater. Concert posters are a visual record of a particular show on a particular date – a colorful and creative file in a folder to perhaps remember a fantastic night. Posters and tickets have become collectors items for this very reason.
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 design for an album cover, musical or concert poster. Gather visual imagery for reference and accuracy during the creative process. Students are encouraged to use lyrics, song titles and band/musical artist stills to create their design. 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: Album Cover/Musical or Concert Poster Design
Formative Assessments: • Gathering visual references through research • Initial sketches • Teacher Observation • Peer to Peer critique • Self-critique
Common Benchmark Assessments: Album Cover/Musical or Concert Poster Assessment
Alternative Assessments: Select 7 album cover art artworks: create a Google doc containing the 7 images and analyze each using the art elements and design principles. Select 7 musical or concert poster artworks: create a Google doc containing the 7 images and analyze each using the 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	Demonstrate the ability to create a unique design that represents the overall vibe, plot or theme of a musical, concert or album.	• Research visual imagery from a chosen album, musical or concert that will drive artistic expression during the creative process. • 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 various album, musical or concert 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 design for an album, musical or concert poster design.	• Color, line, shape, form, texture with regards to album cover, concert or musical poster design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to album cover, concert or musical poster design.	All 7 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 image for an album cover, concert or musical poster 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 7 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 album cover, concert or musical poster 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* *Album cover, musical or concert poster designs from professionals and 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 #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	**Students will be able to:** Create a unique spirited design for the Wall High School Student Planner Cover.

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) ● Principles of Design (balance, rhythm, unity, pattern)	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.

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 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	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. • Students with disabilities may view previous winning designs in order 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 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	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

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* *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: ● 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)	**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. 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 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 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

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: Graffiti in Advertising: A Guerilla Tactic in the Marketing World
Unit Summary: Students will create a Graffiti-style advertisement for a company of their choice by using unique visual imagery, knowledge of the chosen corporation's brand, 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.

Unit Essential Questions:	**Unit Enduring Understandings:**
How do the art elements and principles of design play a role in effective commercial graffiti? *How does the receptivity of target markets influence a company's decision to use commercial graffiti?* *Is there an overlap between fine arts and graffiti arts?* *How have artists like Banksy and Futura 2000 changed the way graffiti art is interpreted?*	Brands are increasingly turning toward guerrilla tactics to strengthen their marketing, and a popular method is to use commercial graffiti, or murals, in urban areas. Commercial graffiti has created significant controversy between those who view it as an effective fine art medium of advertising amongst specific target audiences and those who believe that the use of legal graffiti in advertising encourages illegal graffiti and crime. Graffiti dates back to Ancient Greece (Ephesus), when pottery makers employed artists to decorate their items with motifs and intricate designs. However in the modern era, graffiti has been strongly associated with New York City and the hip hop culture.
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 advertising design with a graffiti theme for a chosen product. 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.

• Graffiti • Bold Design • 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)	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:
Graffiti Advertising Design

Formative Assessments:

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

Common Benchmark Assessments:
Graffiti Advertising Design Assessment

Alternative Assessments:
Research 10 examples of graffiti advertising campagnes that inspire: create a Google doc containing the 10 images and analyze 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 a unique design that represents a chosen product with a graffiti-style advertisement.	● Research visual imagery that represents the chosen product. ● Gather reference images in order to create unique imagery with a level of accuracy. ● Consider bold and flat design and pure color palettes that are indicative of graffiti art 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 examples of graffiti advertisements in order to gather a greater understanding of the assignment.	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 bold design for a graffiti advertisement.	● Color, line, shape, form, texture with regards to graffiti advertisement design. ● Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to graffiti advertisement design	All 7 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 effects for graffiti advertisement 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 7 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 graffiti advertisement designs ● Notes taken ● Reflection ● Use layers feature to assist with the process of making 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* *graffiti advertisement images 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 #14: Drawing on Political and Social Ideas: Creation of a Political Cartoon or Propaganda Poster

Unit Summary: Students will create a cartoon or propaganda poster for a chosen social or political issue that utilizes 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:**

What determines the success of a political cartoon or a propaganda poster? *How does the artist know that his/her point has been received by the viewer?* *What elements of art and principles of design can be incorporated into a political cartoon or propaganda poster to make it more successful?* *What is the role of humor or satire in a political cartoon or propaganda poster?*	Cartoonists use visual metaphors and caricatures to address complicated political or social situations, and thus sum up a current event with a humorous or emotional picture. Posters can be powerful tools for persuasion, whether in advertising, state-led public information, propaganda campaigns or in social or political movements. Posters and cartoons are public and the format requires that they get their message across quickly, simply and clearly.
Students will know: Design professionalism Fine craftsmanship skills Art elements and principles of design Layers and their effect on edits Vocabulary: ● Political cartoon ● Propaganda Poster ● Test audience ● Satire ● Metaphor ● Caricatures ● Layout ● Streamline ● Layer ● Overlay ● Palette ● Pixels ● JPEG ● PNG ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern)	**Students will be able to:** Create a unique propaganda poster or cartoon on a chosen social or political issue. 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:
Political or Social Cartoon or Propoganda Poster

Formative Assessments:

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

Common Benchmark Assessments:
Political or Social Cartoon or Propoganda Poster Assessment

Alternative Assessments:
Research 10 examples of social or political cartoons/propoganda posters that inspire: create a Google doc containing the 10 images and analyze using art elements and design principles.

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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 bold design for a political or social cartoon.	• Color, line, shape, form, texture with regards to political or social cartoon design. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to political or social cartoon design.	All 3 blocks with Final Exam
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 effects for political or social cartoon 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 3 blocks with Final Exam
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Apple Pencil adapter *Student-generated references* *Google Docs* *Internet access* *Procreate App* *Political or social cartoon images for examples* *Propoganda Posters for examples*	

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