DE Digital Illustration

Curriculum/Content Area: ART & DESIGN	**Course Length: 9 Weeks**
Course Title: DE Digital Illustration	**Date last reviewed: New Course 2021 (replacing Visual Communication)**
Prerequisites: none	**Board approval date: Feb. 2021**
Primary Resource: NA	

Desired Results

Course description and purpose: This course introduces students to the fundamentals of digital illustration. Students learn to be proficient in Adobe Illustrator to create, edit and publish vector based illustrations. Emphasis will be placed on learning practical skills used in the illustration design field through the exploration of typography design, character design/comic art, packaging design, digital imagery, and image manipulation.

Career Clusters Connections:.

- ➔ ARTS, AUDIO/VISUAL & COMMUNICATIONS
- ➔ INFORMATION TECHNOLOGY
- ➔ MARKETING

Opportunities for industry based certification

- ➔ Adobe

Enduring Understandings:	**Essential Questions:** *big picture questions, aligned with enduring understandings*
CREATING	
Creativity and innovative thinking are essential life skills that can be developed.	❖ What conditions, attitudes, and behaviors support creativity and innovative thinking? ❖ What factors prevent or encourage people to take creative risks? ❖ How does collaboration expand the creative process?
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.	❖ How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ❖ Why do artists follow or break from established traditions? ❖ How do artists determine what resources and criteria are needed to formulate artistic investigations?
People create and interact with objects, places, and design	❖ How do objects, places, and design shape lives and communities?

that define, shape, enhance, and empower their lives.	❖ How do artists and designers determine goals for designing or redesigning objects, places, or systems? ❖ How do artists and designers create works of art or design that effectively communicate?
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	❖ What role does persistence play in revising, refining, and developing work? ❖ How do artists grow and become accomplished in art forms? ❖ How does collaboratively reflecting on a work help us experience it more completely?
PRESENTING	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	❖ How are artworks cared for and by whom? ❖ What criteria, methods, and processes are used to select work for preservation or presentation? ❖ Why do people value objects, artifacts, and artworks, and select them for presentation?
RESPONDING	
People gain insights into meanings of artworks by engaging in the process of art criticism	❖ What is the value of engaging in the process of art criticism? ❖ How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
CONNECTING	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	❖ How does engaging in creating art enrich people's lives? ❖ How does making art attune people to their surroundings? ❖ How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

PRIORITY STANDARDS
WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.

WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standard Clusters
• A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
• A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
• A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
• A.A.Pr.10.h: Develop. Meaning Curate a body of work incorporating personal, historical, and contemporary art to communicate one or more points of view.
• A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
• A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
• A.A.R.16.h: Describe. Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
• A.A.R.17.h: Analyze. Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
• A.A.R.18.h: Interpret. Explain the intent, meanings, and impacts of different media works of art and design, considering complex factors of context and perspective.
• A.A.R.19.h: Inquire. Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.
• A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
• A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in your own artistic work.
• A.A.Cn.11.h: Career. Connections Research or experience options in art and design careers.
• A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

Unit 1 - Adobe Illustrator Basics

Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. How does knowing the contexts, histories, and traditions of art forms help us create works of art

and design?

3. What role does persistence play in revising, refining, and developing work?

Unit Standards

Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
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Supporting Standards

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- *A.A.R.20.h: **Evaluate** Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.*

Learning Targets

- I can begin to set up an effective workspace.
- I can research options in art and design careers related to digital illustration.
- I can select and edit artwork.
- I can use symbols to create an original pattern design.
- I can use the shape and pen tools effectively to create a design.
- I can understand the shape, line, alignment and pathfinder functions.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- UNIVERSAL ART RUBRIC

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
❑ *Sketchnotes (visual notes)*	✓ Creating ❑ Presenting ❑ Responding ✓ Connecting	• Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)
❑ *Portfolio*	✓ Creating ✓ Presenting	• Quantity and complexity of a portfolio can be modified for individual students.

	❑ Responding ❑ Connecting	
❑ *Performance Tests*	✓ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Performance tests can be modified (shortened or simplified)
❑ *Reflections*	❑ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.
Digital Tools & Supplementary Resources		
• Canvas Course, Padlet, YouTube Tutorials, etc.		

Unit 2 - Color, Image Trace, & Live Painting

Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3. How do artists and designers create works of art or design that effectively communicate?
4. How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
5. How does making art attune people to their surroundings?

Unit Standards

Priority Standards

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Supporting Standards

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Learning Targets

- I can set up an effective color workspace.
- I can select and edit a personalized color group based on the basics of color theory.
- I can create a color gradient.
- I can understand the different types and uses of color (RGB, CMYK) in graphic design.
- I can understand the basics of color theory in design and use color to enhance my design.
- I can use the shape tool effectively to create a design.
- I can understand the shape, line, alignment and pathfinder functions.
- I can understand the functions of the pen and width tools and use it effectively.

Assessment Evidence

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Digital Tools & Supplementary Resources

- Canvas Course, YouTube Tutorials, Padlet, etc.

Unit 3 - Character Design/Comic Art

Essential Questions:

1. How does collaboration expand the creative process?
2. How do artists determine what resources and criteria are needed to formulate artistic investigations?

3. How do artists and designers create works of art or design that effectively communicate?
4. What role does persistence play in revising, refining, and developing work?
5. Why do people value objects, artifacts, and artworks, and select them for presentation?
6. What is the value of engaging in the process of art criticism?
7. How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Unit Standards

Priority Standards

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Supporting Standards

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Learning Targets

- I can identify the key components to character design.
- I can create an original, visually effective character using my knowledge of Adobe Illustrator.
- I can interpret and critique a work of art.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

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Digital Tools & Supplementary Resources

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Unit 4 - Appearances

Essential Questions:

1. What factors prevent or encourage people to take creative risks?
2. How do artists determine what resources and criteria are needed to formulate artistic investigations?
3. What role does persistence play in revising, refining, and developing work?
4. What criteria, methods, and processes are used to select work for preservation or presentation?
5. What is the value of engaging in the process of art criticism?

Unit Standards

Priority Standards

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Supporting Standards

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Learning Targets

- I can understand and utilize gradients and gradient meshes.
- I can understand and utilize the appearances panel.

- What are the functions of the following appearancesL styles, transparency, and effects?
- How are Appearances applied to a layer?

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards
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Digital Tools & Supplementary Resources

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Unit 5 - Typography

Essential Questions:

1. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
2. How do objects, places, and design shape lives and communities?
3. How do artists and designers create works of art or design that effectively communicate?
4. Why do people value objects, artifacts, and artworks, and select them for presentation?
5. How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Unit Standards

Priority Standards

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Supporting Standards

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Learning Targets

- I can identify the concepts of typography.
- I can effectively apply design principles to typography in graphic design.
- I can create and modify text/type to apply to graphic design.
- I can create a type on a path.
- I can scale and rotate type.
- I can choose fonts that communicate my ideas.
- I can format type by adjusting line and character spacing

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

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Digital Tools & Supplementary Resources

- Canvas Course, YouTube Tutorials, Padlet, etc.

Unit 6 - Packaging

Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. Why do artists follow or break from established traditions?
3. How do objects, places, and design shape lives and communities?
4. How do artists and designers determine goals for designing or redesigning objects, places, or systems?
5. What criteria, methods, and processes are used to select work for preservation or presentation?
6. What is the value of engaging in the process of art criticism?
7. How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Unit Standards

Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
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Supporting Standards

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- *A.A.R.20.h: **Evaluate** Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.*

Learning Targets

- I can understand the specifications of proper packaging designs.
- I can identify the elements of an effective package design.
- I can create an effective package design.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards
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Digital Tools & Supplementary Resources

- Canvas Course, YouTube Tutorials, Padlet, etc.

Unit 7 - Brushes

Essential Questions:

1. What factors prevent or encourage people to take creative risks?
2. How do artists determine what resources and criteria are needed to formulate artistic investigations?
3. How do artists and designers create works of art or design that effectively communicate?
4. What criteria, methods, and processes are used to select work for preservation or presentation?
5. How does engaging in creating art enrich people's lives?

Unit Standards

Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
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and presentation of artistic work.

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Learning Targets

- I can identify a variety of brushes and their functions: Calligraphic, Art, Scatter, Bristle and Pattern
- I can explore the variety of brushes in my Illustrator library.
- I can create my own brush.
- I can create an artwork using a variety of brushes.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

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Digital Tools & Supplementary Resources

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Unit 8 - Perspective Grid

Essential Questions:

1. How do artists and designers create works of art or design that effectively communicate?
2. What role does persistence play in revising, refining, and developing work?
3. What criteria, methods, and processes are used to select work for preservation or presentation?
4. How does making art attune people to their surroundings?

Unit Standards

Priority Standards

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Supporting Standards

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Learning Targets

- I can set up 1-, 2-, and 3-point perspective grids..
- I can draw and adjust objects using a perspective grid.
- I can apply graphics to walls in perspective.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

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	❑ Connecting	
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