

## Unit 2: Creating Art with Brushes

**Unit #:** APSDO-00093112  
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**Grade(s):** 9, 10, 11, 12  
**Subject(s):** Technology  
**Course(s):** DIGITAL ART

### Unit Focus

In this unit, students will learn to create and use brushes to create artwork. Students will apply their learning by painting a variety of artwork (e.g., Taz, self-portrait, celebrity portrait). Primary instructional materials include, but are not limited to, computers able to run vector art software as well as vector art software (e.g., Adobe Illustrator).

### Stage 1: Desired Results

Established Goals	Transfer	
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Connecticut Goals and Standards               <ul style="list-style-type: none"> <li>◦ <i>Technology Education: 7-12</i> <ul style="list-style-type: none"> <li>▪ COMMUNICATIONS                   <ul style="list-style-type: none"> <li>▪ COM102 Demonstrate the use of appropriate communication equipment for the delivery of a message.</li> </ul> </li> <li>▪ GRAPHICS DESIGN TECHNOLOGY                   <ul style="list-style-type: none"> <li>▪ GRP101 Communicate ideals using industry standard terminology.</li> <li>▪ GRP102 Explore careers available in the field of graphic communications and the design industry.</li> <li>▪ GRP104 Identify and apply the elements of design.</li> <li>▪ GRP105 Identify and apply the principles of design.</li> <li>▪ GRP107 Identify and apply the principles of design to layout.</li> <li>▪ GRP109 Demonstrate knowledge of concept image creation and manipulation.</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
	T1	(T1) Explore and evaluate the use of technology in personal interests, aspirations, and/or employment opportunities.
	T2	(T2) Communicate effectively based on purpose, task, and audience using industry standard vocabulary and medium.
	T3	(T3) Identify a problem or need and use technology to develop a solution.
	T4	(T4) Demonstrate fluency and precision in industry standard processes.
	Meaning	
	Understanding(s)	Essential Question(s)

	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U100) Exploration and use of technology, embedded in our lives, increases likelihood of personal and professional success.</p> <p>U2 (U300) When presented with a challenge, the Design Process is an effective, iterative sequence that values information gained from both successes and failures to develop an innovative solution.</p> <p>U3 (U400) The depth of understanding and use of industry standard processes directly relates to the sophistication and innovation of a design.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q100) How does my choice of technology impact personal and professional success?</p> <p>Q2 (Q200) How does my target audience shape the communication choices I make?</p> <p>Q3 (Q300) Input: What problem/need am I trying to solve (now)?</p> <p>Q4 (Q304) Process: How am I using appropriate tools and techniques in this phase of the design?</p> <p>Q5 (Q306) Output: To what extent did the solution address the identified problem/need?</p> <p>Q6 (Q401) How does increased fluency result in a better solution?</p>
<b>Acquisition</b>		
<b>Knowledge</b>		<b>Skill(s)</b>
	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 How to create an art brush that they can edit</p> <p>K2 How to divide artwork to create precise artwork</p> <p>K3 How to isolate merged art work to edit colors</p> <p>K4 How to choose proper highlight and shade colors</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Creating merged artwork that accurately recreates an original image (e.g., Taz, self portrait, celebrity portrait)</p> <p>S2 Creating highlights and shading using brushes and the pencil tool</p>