Summit Public Schools
Summit, New Jersey
Grade Level: 9-12 / Content Area: Visual Arts - Computer Graphics II-IV

Overview:

Computer Graphics II is a semester long, intermediate level course. This course builds on the previous knowledge gained in the Graphics I course. Students will be supported in strengthening their knowledge of computer programs used for creating digital art (such as Adobe Photoshop and Adobe Illustrator) through refining skill sets and learning new techniques and tools. In this course, projects will have a greater focus on exploring the world of graphic design and visual communication. This course provides students with the skills to go on to Computer Graphics III.

Computer Graphics III is an advanced level course that will challenge students to create more complex works of digital art with a greater sensitivity to the use of space, typography, and color. Students will deepen their knowledge of the digital art programs (such as the Adobe Creative Suite) through investigating techniques and tools that will help them to visually communicate their individual ideas. In addition, students in this course will have opportunities to develop projects of personal interest, and to collaborate with their classmates if they so choose.

Computer Graphics IV is an advanced level course. At the advanced level, students have the opportunity to explore digital programs of interest more in-depth, and create their own areas of concentration such as using technology as a graphic artist, as a fine artist, as a cartoonist, as a web designer, and so on. Students in this course may also choose to focus on portfolio development.

Unit 1: Computer Art: Tools, Techniques, Methods & Media
(Adobe Photoshop, Adobe Illustrator, Adobe InDesign)

Anchor Standard 1: Generating and conceptualizing ideas
Anchor Standard 2: Organize and develop artistic ideas and work
Anchor Standard 3: Refining and completing products.

Big Ideas: *Course Objectives/Content Statement(s)*

- The observation and creation of digital art cultivates a deeper understanding of the creative process.
- Digital technology is a unique tool that provides artists and designers with a wide range of possibilities for creating works of digital art and visually communicating ideas.
- The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.
  Digital citizenship includes appropriate, responsible technology use, with attention to copyright and fair use

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
- 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? - 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? - How do artists work? - 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? - How do artists and designers care for and maintain materials, tools and equipment? - Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? - How do artists and designers determine goals for designing or redesigning objects, places or systems?	- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. - Artists can use computer software programs such as Adobe Photoshop, Illustrator, and InDesign to create works of digital art and design. Each program has specific capabilities and designers can work within them all seamlessly to create works of design. - There are many ways to manipulate images, create effects, and use the tools within the Adobe programs. As the technology develops and programs are updated new tools, and techniques become available. - Computer generated art is being used to create images that could have never previously existed before, to advertise products. Retouching is one example of how advertising companies manipulate images. - Artists seek inspiration from a variety of sources to assist in creating visual imagery that effectively communicates their ideas.

- How do artists and designers create works of art or design that effectively communicate?

- 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?

- How can the computer be used as an effective tool for creating works of digital art and communication design?

- What are the safe and responsible uses of materials, and technology?

- How do digital artists work with computer software to manipulate and create visual images or designs?

- How is computer generated art being used in contemporary advertising and design?

- How can literal, historical, and symbolic references, as well as items from the natural world, and personal interests be sourced and used for developing digital art and design?

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons

Students will:
● Proficient:
  ○ 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
  ○ 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
  ○ 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.
	Digital Collage Review / Image Sourcing
	● Elements Collage: Review sourcing of copyright free images for works of digital art. Refresh knowledge of photo manipulation and collage techniques such as working with layers, using layer masks, and blending. Select and arrange images to create a work of digital art that responds to the theme of nature's elements – Earth, Wind, Fire, Water. Share artwork and reflect on the idea of multiple perspectives and techniques.

- ○ 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
  - ○ 1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
  - ○ 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

- ● Accomplished:
  - ○ 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on a student's existing artwork.
  - ○ 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.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.
  - ○ 1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues.
  - ○ 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.

- ● Advanced:
  - ○ 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.
  - ○ 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and

Digital Collage
- ● Edible Architecture: Create a composite image using layers, selection tools, blending tools, color correction, and techniques of shadow. Explore, and use tools for warping to create a believable image of something edible combined with architectural elements.

Digital Self-Portrait
- ● Express multiple ideas about the self through use of various tools in a computer art program such as Photoshop. Ex.: Exposed Self-Portrait: View and discuss multiple exposure photography as inspiration for this project. Explore blending modes in Photoshop, and use this feature in combination with previously learned skills to create a digital self-portrait that shows not only the outer self but also communicates something about the inner self at the same time.

Digital Painting (optional tablet use) Fantasy Landscape
- ● Use digital collage skills to combine images in the creation of a Fantasy landscape. Use this collage as a guide for the creation of a digital painting. Practice and expand on previously learned brush skills and techniques. Allow the process guide the art making.

Digital Composite / Retouching & Editing tools
- ● Discuss how the media edits images with the use of digital art programs such as Adobe Photoshop. Practice use of color adjustments, layer masks for blending, retouching and healing tools. Compose a believable image consisting of at least three separate photographs using Photoshop. Ex. Create your own species through convincingly blending selected parts of chosen existing animals to invent a new creature. Show this animal in its habitat. Write about next steps for revisions and improvements after each session working on the project until finished. Reflect in writing about the finished product and the process.

Duality Animation

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

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural

- Review animation as a type of digital art. Discuss how moving graphics and the addition of time allow for creative possibilities. Challenge students to use the idea of moving and changing images to express the theme of duality. Share digital artworks and perspectives in a class reflection.

Expanding Digital Illustration skills
- Use a vector art program such as Adobe Illustrator to create a digital illustration and poster design for a place to travel. Expand on skills through incorporation of gradients, opacities, layering, and typography.

Digital Illustration & Mock-ups
- Pattern Design & Mock-Up
Explore and practice use of the pen tool, swatches, gradients, and layers in a digital art program focused on creating vector art such as Adobe Illustrator. Learn how to tile images to create a pattern. Discuss creating mock-ups and how to source images for this. Use a photo manipulation program such as photoshop to create a mock up and apply the pattern to a real-world object such as a tote bag, pillow, skateboard etc.

Digital Layout & Grids
- Editorial Layout Design
Explore and practice importing text and images into a digital layout program such as Adobe InDesign. Discuss use of a grid method for design. Create a design project using these tools such as a menu design, a brochure, or an editorial magazine layout.

global competence.

Differentiation	Assessments
Interdisciplinary Connections • History and the development of art alongside historical events • Science – Zoology, animals, and habitats • Mathematics – Measurements, Angles, Geometry • English – Mythology & Storytelling • Traditional Art – Drawing, painting, photography, collage and historical art movements • Technology – The development of technology over time and its impact on art making **Technology Integration** • Use of Internet to research projects and topics • Use of computer programs such as Adobe Illustrator and Adobe Photoshop to create digital art and designs • Use of online applications for sharing work such as Padlet or Google Jam Board • Use of Google Classroom for submitting classwork **Media Literacy Integration** • Discussion of sourcing images for use in digital artwork, copyright, public domain, and fair use • Use of online resources for copyright free material • Discussion of how the media digitally alters media using digital art programs **Global Perspectives** • Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves. • Observation of digital art used to visually communicate ideas in the world around us today	**Formative Assessments:** ● Observation ● Think-Pair-Share ● Exit Tickets ● Thumbs Up / Thumbs Down ● Student Interviews / Conferences ● In-Progress Critiques **Summative Assessments, Projects, and Celebrations:** ● Completion of Display Ready Projects ● Documentation of art work at various stages. ● Written Reflections on progress of projects, and final projects

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**

Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:
Ardalan, Sheyda & Iozzo, Cheryl Adler. *Art and Technology Innovative K-12 Digital Lessons* Teachers College Press, 2021.
Hetland, Lois, Winner, Ellen, Veenema, Shirley, Sheridan, Kimberly M. *Studio Thinking 2: The Benefits of Visual Arts Education,* Teachers College Press, 2013

https://helpx.adobe.com/support/illustrator.html
https://helpx.adobe.com/support/photoshop.html

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Unit 2: Working with The Design Process

Anchor Standard 1: Generating and conceptualizing ideas
Anchor Standard 3: Refining and completing products.
Anchor Standard 4: Selecting, analyzing, and interpreting work.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

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Big Ideas: *Course Objectives/Content Statement(s)*

- Creativity, innovative thinking, and problem solving are essential life skills that can be developed through engaging in the design process and the process of design thinking

- Design thinking is a methodology that helps people understand and develop creative solutions to specific design challenges

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Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?

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Enduring Understandings
What will students understand about the big ideas?

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- 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?
- How are artworks cared for and by whom?

- What criteria, methods, and processes are used to select work for preservation or presentation?

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- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it

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- Why do people value objects, artifacts, and artworks, and select them for presentation?

- What methods and processes are considered when preparing artwork for presentation or preservation?

- How does refining artwork affect its meaning to the viewer?

- What criteria are considered when selecting work for presentation, a portfolio, or a collection?

- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?

- How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

- Artists continually develop their work and skills through practice, constructive feedback, reflection, and revision.

- The design process is an important tool because it helps designers to better understand the problems they are trying to solve, come up with ideas, develop concepts, and implement solutions thus leading to compelling, informed visual communications.

- A designer begins working within the design process by first *defining the problem* to understand the constraints and objectives of what they are trying to communicate. They then learn more about their target audience and the topic through *research*. Once informed they begin *generating ideas*. Designers then begin to *develop designs*, and then they *implement* those designs. Throughout this process designers reflect on their process and seek feedback to further develop ideas into effective designs.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons

● Proficient:
   ○ 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
   ○ 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
   ○ 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
	● **Review the Design Process:**
	View slideshow and discuss the steps of the process:
	Defining the Problem
	Research – Written & Visual
	Idea Generation – Brainstorming methods: writing, mind mapping, mood boards
	Design Development: Thumbnail and rough sketches, critiques for feedback, finalizing work
	Design Implementation: Applying designs to objects / products in the real world

- ○ 1.5.12prof.Pr4a: Analyze, select, and curate artifacts and/or artworks for preservation
- ○ 1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.
- ○ 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings

- ● Accomplished:
  - ○ 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on a student's existing artwork.
  - ○ 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.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.
  - ○ 1.5.12acc.Pr4a: Analyze, select and critique personal artworks for a collection or portfolio presentation
  - ○ 1.5.12acc.Pr5a: Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
  - ○ 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

- ● Advanced:
  - ○ 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.
  - ○ 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
  - ○ 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

- ● **Document the Development of a Design through the use of the Design Process: Company Logo & Branding Board –** Discuss company branding and logo design as a class. Invent a company based on personal interests and design a logo and brand elements. Work through the steps of the design process to develop your ideas for your project. Document each step in a Google Slides presentation that will be presented to the whole class once complete.

Define a problem: Through writing, evaluate and clearly define a design problem.
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Conduct Research (observe and explore): Conduct research to provide a context and deeper understanding of your design problem. Write about what you have learned and how this will inform your artistic choices and design. Ex. Research target audiences and information about companies similar and related to the one you are creating, as well as logo designs.

Generate Ideas (envision): Learn about various methods of brainstorming and explore generating ideas through these methods. Ex. create a mind map to generate ideas for the company branding and logo design.

Design Development (engage and persist, express, reflect): Create *thumbnail sketches* for a design problem. Analyze thumbnails for content and message, and refine selected thumbnails into *tight rough sketches*. Gain peer and teacher feedback before digitizing rough sketches and create a *final composition*. Ex. Create multiple sketches for an company logo and use feedback to create a finalized logo.

Implementation: Use final composed design and apply it to a larger project. Ex. Create a branding board including logo, type and color selections to define a visual look and feel for a brand. Create mock-ups of logo design to clothing or other item

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○ 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, and presenting artwork for a specific exhibit or event.

○ 1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art.

○ 1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

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related to the business to show application of design.

Presentation of Final Design & Process:
Create and curate a Google Slides presentation documenting the entire design process for a project that includes: defining the problem, research, generation of ideas, design development, and implementation. Ex. Create a Google Slides document to capture all phases of the design process for your company branding project. Present your design process to the class.

Independent / Choice Project Development
- Select a topic or project type of personal interest to investigate through creating a work of digital art or design. Outline a plan for work on the project including steps, a timeline, and anticipated learning outcomes. Project examples include: Mixed media artworks combining traditional and digital media, Digital illustrations, Digital paintings, Digital Collages, Graphic Design projects (logos, branding, packaging, book covers, album cover art, signage and wayfinding, calendar design, Animation exploration etc.

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Differentiation	Assessments
Interdisciplinary Connections ● Psychology of how humans interpret and understand visual information. Ex. Color psychology, how fonts convey meaning, hierarchy and order of messaging. ● Technology – The development of techniques and skills that impact art making ● Mathematics – Measurements and rulers **Technology Integration** ● Use of Internet to research projects and topics ● Use of computer programs such as Adobe Illustrator and Adobe Photoshop to create digital art and designs ● Use of a Google Docs and Google Slides as a place for collecting inspiration as well as reflecting on the design process and completed projects	**Formative Assessments:** ● Observation ● Think-Pair-Share ● Exit Tickets ● Thumbs Up / Thumbs Down ● Student Interviews / Conferences ● In-Progress Critiques **Summative Assessments, Projects, and Celebrations:** ● Completed Projects ● Written Reflections ● Oral and Visual Presentation of work

- Use of Google Slides to create a presentation that documents the design process of a project.
- Submittal of projects through Google Classroom

Media Literacy Integration
- Discussion of careers related to digital art

Global Perspectives
- The presence and impact of visual culture in our world today
- The design process and how it relates to other disciplines

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

https://www.aiga.org/resources/academic-design-education/graphic-design-curriculum

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Unit 3: Visual Communications - Interpretation, Critiquing, and Reflection

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning

Anchor Standards 9: Applying criteria to evaluate products.

Big Ideas: *Course Objectives/Content Statement(s)*

- Art and visual communications play an integral role in our understanding of history and cultures, as well as in our everyday lives.
- The process of critique enables students to become more self-aware through the development of their critical thinking skills and the articulation of their opinions.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art? What is visual art?
- Where and how do we encounter visual arts in our world?
- How do visual arts influence our views of the world?
- 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 vocabulary help us understand and interpret works of art?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary?
- How is a personal preference different from an evaluation?
- How do elements and principles work withing a work of visual art or design to visually communicate ideas?

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

- People gain insights into meanings of artworks by engaging in the process of art criticism.

- People evaluate art based on various criteria

- Contrast, Repetition, Alignment, and Proximity are important graphic design principles that can be used to create effective visual communications.

- Contrast, Repetition, Alignment, and Proximity can all be applied to basic design elements such as typography/fonts, colors, shapes, and space. Ex. Contrasting a display font with body copy to achieve hierarchy within design, using proximity of design elements to define relationships within information, or repeating designs across collateral pieces to create a cohesive brand look and feel.

- Each element in a design visually communicates an emotion or idea. Selection of fonts, color choices, size etc. can all be manipulated to express specific feelings.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will:	Visual Communications

- Proficient:
  - 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
  - 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
  - 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
  - 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
  - 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works

- Accomplished:
  - 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.
  - 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
  - 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
  - 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
  - 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

- Advanced:
  - 1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

Discussion as a class about how designs are understood and interpreted through visual information. Observe graphic design elements of contrast, repetition, alignment, and proximity as well as type and image in various works of design. Compare and contrast use of these elements to visually communicate different messages.

- **Re-Design**
  Collaborative observation and discussion of various works of digital design to understand the impact of hierarchy in visual communication. Complete an exercise to re-design a provided art work to make the design communicate more effectively utilizing ideas of size, color, placement, contrast, space etc.

PSA / Poster Designs
Work with the student assistance counselor to develop posters for school wide initiatives to raise awareness for campaigns such as Red Ribbon Week, and Mental Health Awareness. Focus on visual communication through visuals and hierarchy of messaging.

Infographic Poster Designs
Collaborative observation and discussion about infographic posters to deepen understanding of hierarchy and rules of design as they pertain to understanding and organizing information. Research a topic of choice and create an infographic poster design using rules of hierarchy.

Art Critiques and Reflections
Throughout the semester engage in class discussions about various works of digital art and design, write reflections to evaluate work and guide personal growth, as well as make discoveries about personal aesthetic preferences. Provide feedback to peers on projects in progress based on project criteria.

- Engage in small group critiques to share designs. Discuss how to evaluate the work of peers based on project criteria and provide feedback as part of the design process. Write about what was learned through this process and about feedback received on design work. Revise current design work to incorporate valuable feedback received from peers.

○ 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life. ○ 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. ○ contextual information useful in the process of constructing interpretations of an artwork or collection of works. ○ 1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. ○ 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	- Reflect through writing on a personal work of art or design throughout the art making process to help determine next steps and how to continue to improve work. (Evaluate using project criteria and exemplars). - Observe, compare and contrast works of digital art or design within a particular time or art movement, or works of art with a similar theme, genre, or from a particular culture. Ex. Analyze artwork by artist and designer Luba Lukova to gain a greater understanding of posters for social justice. Ex. Observe works of art and design by other artists to find inspiration for your own work. - Explore and observe graphic designs that aesthetically appeal to you. Write about why you appreciate the aesthetics of each. Choose one design and evaluate its design in terms of font choices, colors, imagery. Hypothesize about the designer's intent for the choices made and the overall ideas that they are trying to communicate. (Ex. Focus on book cover design or packaging designs).
Differentiation	**Assessments**
Interdisciplinary Connections	**Formative Assessments:** Observation

- Psychology of how humans interpret and understand visual information. Ex. Color psychology, how fonts convey meaning, hierarchy and order of messaging.
- History – Historical events as a catalyst for art making or design – the visual expression of ideas or opinions
- Technology – The development of techniques and skills that impact art making

Technology Integration
- Use of Internet to research projects and topics
- Use of computer programs such as Adobe Illustrator and Adobe Photoshop to create digital art and designs
- Use of Google Classroom writing about works of art and design as well as personal reflections and for documenting feedback received from peers on projects.

Media Literacy Integration
- Creating Media
- Evaluating "truth" in media
- Discussing how the media edits and alters

Global Perspectives
- Understanding of how to really look at and interpret what is around you
- Creativity comes from both external and internal sources

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group

- Think-Pair-Share
- Exit Tickets
- Thumbs Up / Thumbs Down
- Student Interviews / Conferences
- In-Progress Critiques

Summative Assessments, Projects, and Celebrations:
- Completed Projects
- Written Reflections
- Oral and Visual Presentation of work

Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Hetland, Lois, Winner, Ellen, Veenema, Shirley, Sheridan, Kimberly M. *Studio Thinking 2: The Benefits of Visual Arts Education*, Teachers College Press, 2013

Wilde, Judith and Wilde, Richard. *Visual Literacy,* Watson-Guptill Publications, 1991

Williams, Robin. *The Non-Designers Design Book.* Peach Pit Press 2015

https://www.aiga.org/resources/academic-design-education/graphic-design-curriculum

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Unit 4: Graphic Design
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

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Big Ideas: *Course Objectives/Content Statement(s)*

- Graphic Design is an integral part of our world today and impacts our everyday lives in many different ways.
- Graphic design conveys messages to specific audiences and can influence our understanding of information and influence our choices.

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Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?

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Enduring Understandings
What will students understand about the big ideas?

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- 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 artmaking?
- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the views of a society?
- How does art preserve aspects of life?
- What are the important principles of graphic design?
- How can the elements and principals work together within a design?
- What is a grid and how can it be used to create a successful design?
- How can we learn from and find inspiration in, the design work of others?

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- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences

- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

- Computer graphics refers to art that is created through digital means including (but not limited to) photo manipulations, collages, digital illustrations, animations and graphic designs.

- Humans have been creating works of visual communication since the development of cave paintings. Throughout history, discoveries and inventions were made that allowed humans to visually communicate in new ways. As technology continues to develop and evolve, new possibilities for the creation of visual communications and digital art arise.

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- How can other disciplines, or one's own experiences influence or inspire digital art and design?
- How can elements be used in expressive ways to visually communicate emotions?

- The introduction of computers and graphics software has changed and continues to change the way we create art, how we work as artists, and how we view the world.

- Graphic Design is the art of visual communication. It combines images, words and ideas to convey messages to specific audiences. It can be used to create visual identities, marketing materials and advertisements, websites, publications, packaging, motion graphics, environmental designs, and works of art and illustration for products such as book covers, album covers, comic books, video games, infographics, and textiles.

- Graphic Design is an integral part of our world today and impacts our everyday lives in many different ways. Graphic design helps us to navigate the world around us, to interpret information, and to understand stories. It is important to be aware of because it influences our everyday choices.

- Grids are a tool that can be used to organize information, align elements within a design, and lead the eye of the viewer through a work of visual communication.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons

Students will:
 	
- Proficient:
  - 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
  - 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.
  - 1.5.12prof.Cn11b: Describe how knowledge of global issues, including
	- Discussion and review of how we encounter graphics in our world and how they impact and inform us in our everyday lives.
	
	- **Exploring Design in the world:** Find examples of specific types of graphic design such as: book covers, packaging, posters, editorial designs, or branding and write about why they are aesthetically pleasing and analyze what make them effective works of design.
	
	- **Book Cover Design:** Find inspiration in literature through creating a book cover for a

climate change, may influence personal responses to art.

- ● Accomplished:
- ○ 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
- ○ 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.

- ● Advanced:
- ○ 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
- ○ 1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.

Career-Ready Practices
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CRP12: Work productively in teams while using cultural global competence.

favorite book. Use typography as an art element to express the mood or theme of the book. Achieve this through hierarchy in messaging, font selection, color, proportion, and proximity.

- ● **Poster Design:** Find inspiration in the art of theater or film. Create a large-scale digital illustration that focuses on the use of positive and negative space and a limited color palette to communicate a compelling visual for the poster.

- ● **Layout Design:** Utilize the grid method and tools to create and design a multi-page layout with text and images. Ex. Magazine / Editorial Spread or a Brochure.

- ● **Information Graphics Poster:** Research a topic of interest and create a poster that clearly visually communicates important information, facts, and statistics, about the topic using principles of size, contrast, color etc...

- ● **Branding Design:**
Explore branding design through designing a logo and creating brand collateral to achieve a consistent look and feel across elements. Ex. Food Truck design including graphics for the truck, a menu design, and an apron / T-shirt or packaging.

Differentiation	Assessments
Interdisciplinary Connections ● History – Events that influenced works of art. ● Current Events – Global and social issues **Technology Integration** ● Video: *The Universal Arts of Graphic Design, PBS Digital Studios* ● Use of Internet to research projects and topics ● Use of computer and programs such as Adobe Illustrator and Adobe Photoshop to create digital art and designs ● Use of Google Docs and Slides for collecting inspiration and writing about works of art ● Use of Google Classroom for submitting classwork and watching tutorial videos **Media Literacy Integration** ● Discussion of careers related to visual communications, advertising and graphic design **Global Perspectives** ● Visual communications found in the world such as signage, packaging, posters, etc. ● Recognition of histories, beliefs, and information conveyed in traditional and digital art. ● Signs and symbols across cultures	**Formative Assessments:** ● Observation ● Think-Pair-Share ● Exit Tickets ● Thumbs Up / Thumbs Down ● Student Interviews / Conferences ● In-Progress Critiques **Summative Assessments, Projects, and Celebrations:** ● Completed Display Ready Projects ● Written Reflections ● Oral and Visual Presentation of work

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