

Curriculum Mapping

Digital Design

Semester

Unit/Days	Standard Number	Standard	Resources	Vocabulary	Assessments
Unit 1/ 10 days	H.1.1 PROFICIENT	Identify connections between major world events and societal issues and the ways artists have responded to these through their work, reflecting a diversity of cultures and ethnicities.	Adobe Photoshop MacLab MacPro Computers Digital Cameras Card Readers USB Cords Internet Connection Elements and Principles LearningConnection.doe.in.g ov	Photoshopping Composition Rule of Thirds Collage Montage Propaganda Horizon Line Elements Principles Resolution Juxtaposing Found-Object Art Digital Graphics Local Root Folder .container Div Tag jQuery CSS Web Template Portfolio	<ul style="list-style-type: none"> • Refresher to the Mac OS: Dock, saving, access files, importing pictures, flash drives, folders, snapping pictures from internet, etc. • Students will create several sample images that experiment with a variety of key photoshop tools and techniques: Creating a new Canvas, Resize canvas, Transform Options, Pixels, Layers, Liquify, Lasso, Selection Tools, Clone Stamp, Copy, Paste, Undo, Redo, text tool, Adjustment layers, Masks • Digital Photography and Photoshop • Examine the Elements and Principles and see how they relate to design and photography • Students create or add to their existing google site, to include examples of their work in class • Students will upload finished projects to the class centervillemaclab.deviantart.com page • Students will record their "self-critique" to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) • Students must create a google presentation on how graphic design and the visual arts have impacted major world events or society issues
Design Fundamentals	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	Example Images from Internet (Photoshopped images, etc) File on Computer Teacher Lecture Teacher Demonstration Grading Rubric Deviantart.com Google Sites Microphones Garageband iMovie Web Search for photoshopped images Google Presentations School provided teacher Apple laptop	<i>Elements of Art:</i> Line Shape Color Value Texture Shape/Form Space <i>Principles of Art:</i> Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm Proportion	<ul style="list-style-type: none"> • Participate in Demonstrations • Oral Critique • Sound or Video clip on the student website • Finished Exercises • Finished Projects • Google Presentation on the impact of visual art and design • Photo Assignments of the week: <ol style="list-style-type: none"> 1. Time Lapse; setting and camera angle stays the exact same, but the subjects change at random (park bench every 10 minutes) 2. Self-Portrait: overact, dress up, and use props
Intro, vocab pretest, safety, MacLab rules, experiemental Photoshop excersises, Mac Basics, Design Process, Digital Photogrpahy and PS	H.1.5 ADVANCED	Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.			
	H.1.8 PROFICIENT	Know the responsibilities of and the need for individual art patrons in the community.			
	H.1.9 PROFICIENT	Analyze impact of the arts community and culture on local, state, and national economies.			
	H.2.3 PROFICIENT	Identify art and artifacts from major movements and time-periods and place them on a timeline.			
	H.3.1 PROFICIENT	Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.			
	H.3.1 ADVANCED	Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.			
	H.3.2 PROFICIENT	Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			

Unit 2/ Digital Photography and Illustration • Found-Object ABC Photography; enhance eah photo, emphasizing the letter they are showcasing. • Digital Collage of finished Letters	H.1.3 PROFICIENT	Identify iconography in an artist’s work or a body of work and analyze the meaning.	Adobe Photoshop MacLab MacPro Computers Digital Cameras Card Readers USB Cords Internet Connection Elements and Principles LearningConnection.doe.in.g ov Example Images from Internet (Photoshopped images, etc) File on Computer Teacher Lecture Teacher Demonstration Grading Rubric iMovie Garageband Deviantart.com Google Sites Microphones Fotobabble School provided teacher Apple laptop Walking field trip through parts of Centerville Artists:	Photoshopping Composition Rule of Thirds Collage Montage Propaganda Horizon Line Elements Principles Resolution Juxtaposing Found-Object Art Digital Graphics Local Root Folder .container Div Tag jQuery CSS Web Template Portfolio <i>Elements of Art:</i> Line Shape Color Value Texture Shape/Form Space <i>Principles of Art:</i> Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm Proportion	•Students create or add to their existing google site, to include examples of their work in class •Students will upload finished projects to the class centervillemaclab.deviantart.com page •Students will complete and submit the hometown photography images for display •Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) •Students will make a Google doc with three images and a description that represents the timeline of photography •Students will see a progression of photographic imagery from beginning to now. They will discuss how technology has changed for the better in relation to digital design. •(Projects Include: • Found Object Photographs • Digital Collage of finished images • Photo Assignments of the week: 3. Pet’s Eye View; How would you see the world if you were a dog? A Hamster? Shoot a series of images from the perspective of your pet’s eye level 4. After Dark; Shoot after dark. moonlight, star trails, vehicle tail lights, tail light trails, downtown buildings, light-painting with a long exposure and a flashlight over parts of the scene
	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.			
	H.1.5 ADVANCED	Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.			
	H.2.1 PROFICIENT	Recognize and compare works of art, identifying them by artist, period, style, and geographic location.			
	H.3.1 PROFICIENT	Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.			
	H.3.1 ADVANCED	Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.			
	H.3.2 PROFICIENT	Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			

Unit 3/ Digital Media and Applications	H.1.2 PROFICIENT	Identify function in artwork and how it relates to the history, aesthetics, and culture of a work	Adobe Photoshop MacLab MacPro Computers Digital Cameras Card Readers USB Cords Internet Connection Elements and Principles LearningConnection.doe.in.g ov	Photoshopping Composition Rule of Thirds Collage Montage Propaganda Horizon Line Elements Principles Resolution Juxtaposing Found-Object Art Digital Graphics Local Root Folder .container Div Tag jQuery CSS Web Template Portfolio	<ul style="list-style-type: none"> •Students create or add to their existing google site, to include examples of their work in class •Students will upload finished projects to the class centervillemaclab.deviantart.com page •Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) •Students create a Prezi that explains the importance of their social issue •Students will participate in a discussion at the Richmond Art Museum in relation to “what is art” •Students must create a QR Code with redlaser to add into their designs to take people to a website that provides more information on their topic •Create a word cloud with taggedzo that includes all of the words associated with their Public Service Announcement •Students will use google forms to “poll” the students at Centerville on something related to their topic (send to class of remembering it goes to all staff too). •(Projects Include:) • Completion of the Project handout, •Participation in Demonstrations •Oral Critique •Midterm idea and Sketched design •Sound or Video clip on the student website •Finished Prezi •Discussion at Richmond Art Museum •Social Issue Montage •Taggedzo or Wordle Word Cloud •QR Code in design •Photo Assignments of the week: <ol style="list-style-type: none"> 5. A Collection of “Somethings;” could be feet, garbage cans, vegetables, bicycles-you name it! Get creative, try to pick a theme you don’t usually see in pictures. 6.Color Challenge; go downtown and choose a color. Shoot only objects of that color. Assemble the best images into a mosaic
<ul style="list-style-type: none"> • Social Issue Montage; decide upon an issue you have a strong opinion on, or a viewpoint you want to express. Use multiple layers of text, graphics, effects and blending tools to design a digital artwork in a propaganda-style. 	H.1.3 PROFICIENT	Identify iconography in an artist’s work or a body of work and analyze the meaning.	Example Images from Internet (Photoshopped images, etc)		
	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	File on Computer		
	H.1.5 ADVANCED	Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.	Teacher Lecture		
	H.1.6 PROFICIENT/ ADVANCED	Identify the knowledge and skills gained in art experiences that transfer to daily life.	Teacher Demonstration		
	H.3.1 PROFICIENT	Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.	Grading Rubric Deviantart.com Google Sites		
	H.3.1 ADVANCED	Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.	Microphones Garageband iMovie Prezi	<i>Elements of Art:</i> Line Shape Color Value Texture Shape/Form Space	
	H.3.2 PROFICIENT	Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.	Richmond Art Museum School provided teacher Apple laptop Redlaser Google Forms	<i>Principles of Art:</i> Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm Proportion	
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.	Taggedzo or Wordle		
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			
	H.4.3 PROFICIENT	Analyze the views of an aesthetician.			

Unit 4/ Visual Communication Skills • Hometown Photography; series of 5, highlight points of interest in our city park, downtown area, or city limits. Focus on unique perspectives and angles. Use Photoshop to enhance each photo, adding visual effects and filters. Tell the story of Centerville • Finished prints are framed and displayed in the town's library or business.	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	Adobe Photoshop MacLab MacPro Computers Digital Cameras Card Readers USB Cords Internet Connection Elements and Principles LearningConnection.doe.in.g ov Example Images from Internet (Photoshopped images, etc) File on Computer Teacher Lecture Teacher Demonstration Grading Rubric Deviantart.com Google Sites Microphones Garageband iMovie Erly.com School provided teacher Apple laptop Display space in local businesses Walking trip through various parts of Centerville	Photoshopping Composition Rule of Thirds Collage Montage Propaganda Horizon Line Elements Principles Resolution Juxtaposing Found-Object Art Digital Graphics Local Root Folder .container Div Tag jQuery CSS Web Template Portfolio <i>Elements of Art:</i> Line Shape Color Value Texture Shape/Form Space <i>Principles of Art:</i> Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm Proportion	<ul style="list-style-type: none"> • Students create or add to their existing google site, to include examples of their work in class • Students will upload finished projects to the class centervillemaclab.deviantart.com page • Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) • Students will use Erly to show examples of how your hometown photography could be used in advertising and mass media. Students must use 10 photos, 5 notes, 5 links, and 1 video. All photos and videos must have comments. (Projects Include:) <ul style="list-style-type: none"> • Completion of the Project handout, • Hometown Photography image series (5) • Participation in Demonstrations • Oral Critique • Sound or Video clip on the student website • Erly about using hometown photography • Photo Assignments of the week: <ol style="list-style-type: none"> 7. Beautiful and Simple Shape; utilize lighting and focus to make it interesting 8. Path, Road, or trail that leads the viewer's eye through the frame.
	H.1.5 ADVANCED	Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.			
	H.3.2 PROFICIENT	Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			

Unit 5/ Web Design	H.1.1 PROFICIENT	Identify connections between major world events and societal issues and the ways artists have responded to these through their work, reflecting a diversity of cultures and ethnicities.	Adobe Photoshop Adobe Dreamweaver www.000webhost.com/ MacLab MacPro Computers Digital Cameras Card Readers USB Cords Internet Connection Elements and Principles LearningConnection.doe.in.g ov Example Images from Internet (Photoshopped images, etc) File on Computer Teacher Lecture Teacher Demonstration Grading Rubric Deviantart.com Google Sites Microphones Garageband iMovie Taggedo Wordle Redlaser School provided teacher Apple laptop	Photoshopping Composition Rule of Thirds Collage Montage Propaganda Horizon Line Elements Principles Resolution Juxtaposing Found-Object Art Digital Graphics Local Root Folder .container Div Tag jQuery CSS Web Template Portfolio <i>Elements of Art:</i> Line Shape Color Value Texture Shape/Form Space <i>Principles of Art:</i> Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm Proportion	<ul style="list-style-type: none"> Students create or add to their existing google site, to include examples of their work in class Students will upload finished projects to the class centervillemaclab.deviantart.com page Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) Students use Gloggster to briefly explain how the internet makes things easier for businesses, social networking, and staying connected Original website based on book template <ul style="list-style-type: none"> (Projects Include:) Completion of the Project handout, Participation in Demonstrations Oral Critique Sound or Video clip on the student website Finished Glogster Finished website that is tailored to work as their own portfolio Photo Assignments of the week: 9. Earth Tones; use contrast and composition to provide visual excitement 10. Reflections; puddles, mirrors, windows, etc
<ul style="list-style-type: none"> Dreamweaver Site, based on the “photography business site” in the book; tailor it to work as your portfolio of art work from your high school art classes. Use Photoshop and the digital camera to develop a personal logo. 	H.1.2 PROFICIENT	Identify function in artwork and how it relates to the history, aesthetics, and culture of a work			
	H.1.3 PROFICIENT	Identify iconography in an artist’s work or a body of work and analyze the meaning.			
	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.			
	H.1.5 ADVANCED	Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.			
	H.1.6 PROFICIENT / ADVANCED	Identify the knowledge and skills gained in art experiences that transfer to daily life.			
	H.1.9 PROFICIENT	Analyze impact of the arts community and culture on local, state, and national economies.			
	H.3.1 PROFICIENT	Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.			
	H.3.1 ADVANCED	Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.			
	H.3.2 PROFICIENT	Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			

Unit 6/ Midterm Project	H.1.1 PROFICIENT	Identify connections between major world events and societal issues and the ways artists have responded to these through their work, reflecting a diversity of cultures and ethnicities.	Adobe Photoshop MacLab MacPro Computers Digital Cameras Card Readers USB Cords Internet Connection Elements and Principles LearningConnection.doe.in.g ov	Photoshopping Composition Rule of Thirds Collage Montage Propaganda Horizon Line Elements Principles Resolution Juxtaposing Found-Object Art Digital Graphics Local Root Folder .container Div Tag jQuery CSS Web Template Portfolio	<ul style="list-style-type: none"> •Students create or add to their existing google site, to include examples of their work in class •Students will upload finished projects to the class centervillemaclab.deviantart.com page •Student websites will be checked for accuracy, see if they are up to date, and ensure the quality of work is sufficient. All finished projects should be uploaded and portfolio quality. •Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) •Students will use Fotobabble to to share what they like from another artist’s advertisement/ logo/ t-shirt design, and how they can relate it to this project. •Students will visit a local design business to see how they make decisions when creating designs for retail or for specific clients. Students will have an oral discussion when they return about the experience.
Layout	H.1.2 PROFICIENT	Identify function in artwork and how it relates to the history, aesthetics, and culture of a work			
• School Event/ Organization Poster Design	H.1.3 PROFICIENT	Identify iconography in an artist’s work or a body of work and analyze the meaning.			
• School Event/ Organization Logo Design	H.1.4 PROFICIENT	Identify connections between visual arts education and potential job offerings in the community and beyond	Example Images from Internet (Photoshopped images, etc)		
• School Event/ Organization T-Shirt Design	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	File on Computer Teacher Lecture Teacher Demonstration Grading Rubric Deviantart.com Google Sites Microphones Garageband iMovie		
Graduation, Sports Team or Club, Specific Class, Wellness Center, Academic Teams, Summer Conditioning,	H.1.5 ADVANCED	Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.	Fotobabble Circle E or another t-shirt or graphic design shop in the local community		
	H.1.6 PROFICIENT / ADVANCED	Identify the knowledge and skills gained in art experiences that transfer to daily life.	Fotobabble School provided teacher Apple laptop		
	H.1.7 PROFICIENT	Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life.			
	H.1.7 ADVANCED	Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life through writing and discussion.			
	H.3.1 PROFICIENT	Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.		<i>Elements of Art:</i> Line Shape Color Value Texture Shape/Form Space <i>Principles of Art:</i> Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm Proportion	
	H.3.1 ADVANCED	Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.			
	H.3.2 PROFICIENT	Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			

Unit 7/ Production • Graduation Invitations • 3 self-taken Senior Pictures • RSVP card • All three must be placed in a 5"x7" envelope and submitted. Students can design, print, cut, and glue their own envelope if they wish	H.1.1 ADVANCED	Hypothesize about future developments in the arts based on current social, political, economic, technological, environmental, and historical trends	Adobe Photoshop MacLab MacPro Computers Digital Cameras Card Readers USB Cords Internet Connection Elements and Principles LearningConnection.doe.in.g ov Example Images from Internet (Photoshopped images, etc) File on Computer Teacher Lecture Teacher Demonstration Grading Rubric Deviantart.com Google Sites Microphones Garageband iMovie Professional Photographer as a guest speaker (jade matters) School provided teacher Apple laptop	Photoshopping Composition Rule of Thirds Collage Montage Propaganda Horizon Line Elements Principles Resolution Juxtaposing Found-Object Art Digital Graphics Local Root Folder .container Div Tag jQuery CSS Web Template Portfolio <i>Elements of Art:</i> Line Shape Color Value Texture Shape/Form Space <i>Principles of Art:</i> Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm Proportion	•Students create or add to their existing google site, to include examples of their work in class •Students will upload finished projects to the class centervillemaclab.deviantart.com page •Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) •Students will engage in discussion with or after a guest speaker in relation to the photography business venture. Students will discuss how they can incorporate what they observed in their final exam project. •Class discussion on how technology has changed the way we access and create art and music. •(Projects Include:) •Completion of the Project handout •Participation in Demonstrations •Oral Critique •Sound or Video clip on the student website •Finished Graduation Invitation •3 Finished, printed, and cut 3x5 senior pictures •Finished RSVP card •Finished Envelope will serve as extra credit •Photo Assignments of the week: 13. Photo of a Photo; be creative with composition and don’t just be a copy machine 14. Photo that features stripes in some way
	H.1.2 PROFICIENT	Identify function in artwork and how it relates to the history, aesthetics, and culture of a work			
	H.1.2 ADVANCED	Compare works of art for function and identify relationships in terms of history, aesthetics, and culture			
	H.1.3 PROFICIENT	Identify iconography in an artist’s work or a body of work and analyze the meaning.			
	H.1.3 ADVANCED	Analyze how forms and icons have been appropriated and modified through the ages			
	H.1.4 PROFICIENT	Identify connections between visual arts education and potential job offerings in the community and beyond			
	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.			
	H.1.5 ADVANCED	Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.			
	H.1.7 PROFICIENT	Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life.			
	H.1.7 ADVANCED	Critique art experienced at local and state museums, exhibits, movie theaters, other arts-related establishments, public art, and digital resources, then analyze the effect of these experiences upon daily life through writing and discussion.			
	H.3.1 PROFICIENT	Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.			
	H.3.1 ADVANCED	Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.			
	H.3.2 PROFICIENT	Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			

Unit 8/ Personal Branding and Corporate identity • Business Cards • Brochure • Billboard • Letterhead • Signage • Company uniform T-shirt design • Webpage	H.1.1 PROFICIENT	Identify connections between major world events and societal issues and the ways artists have responded to these through their work, reflecting a diversity of cultures and ethnicities.	Adobe Photoshop MacLab MacPro Computers Digital Cameras Card Readers USB Cords Internet Connection Elements and Principles LearningConnection.doe.in.g ov	Photoshopping Composition Rule of Thirds Collage Montage Propaganda Horizon Line Elements Principles Resolution Juxtaposing Found-Object Art Digital Graphics Local Root Folder .container Div Tag jQuery CSS Web Template Portfolio	•Students create or add to their existing google site, to include examples of their work in class •Students will upload finished projects to the class centervillemaclab.deviantart.com page •Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. They should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness). They also NEED TO SPECIFICALLY explain how their business solves a community problem or need. •Process Research Paper over famous Artist who uses Digital Design to create their art and/or designs. •Students will compare several ads from the 1950’s to ads from similar companies of today. They will discuss how culture and time have effected design. •(Projects Include:) •Completion of the Project handout, •Participation in Demonstrations •Oral Critique •Final Project Checkpoint •Sound or Video clip on the student website •Finished Business Cards •Finished Brochure •Finished Letterhead •Finished Signage •Finished t-shirt •Finished website •Process Research Paper •Discussion on how time and culture effect design •Photo Assignments of the week: 15. Use angle to emphasize your subject; rotate the camera to make it slightly off-angle 16. Photo that uses white as a dominant color
	H.1.2 PROFICIENT	Identify function in artwork and how it relates to the history, aesthetics, and culture of a work	File on Computer Teacher Lecture Teacher Demonstration Grading Rubric Deviantart.com Google Sites Microphones Garageband iMovie School provided teacher Apple laptop		
	H.1.2 ADVANCED	Compare works of art for function and identify relationships in terms of history, aesthetics, and culture			
	H.1.3 PROFICIENT	Identify iconography in an artist’s work or a body of work and analyze the meaning.			
	H.1.4 PROFICIENT	Identify connections between visual arts education and potential job offerings in the community and beyond			
	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.			
	H.1.5 ADVANCED	Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.			
	H.2.2 PROFICIENT	Identify stylistic characteristics in the works of an artist or movement and describe how style is influenced by the culture and time.		<i>Elements of Art:</i> Line Shape Color Value Texture Shape/Form Space	
	H.3.1 PROFICIENT	Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.		<i>Principles of Art:</i> Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm Proportion	
	H.3.1 ADVANCED	Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.			
	H.3.2 PROFICIENT	Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			
	H.4.4 PROFICIENT	Engage in critical reading, writing, and discourse to improve understanding of own work and that of others			

Unit 9/ Portfolio Development	H.1.2 PROFICIENT	Identify function in artwork and how it relates to the history, aesthetics, and culture of a work	Adobe Photoshop MacLab MacPro Computers Digital Cameras Card Readers USB Cords Internet Connection Elements and Principles LearningConnection.doe.in.g ov	Photoshopping Composition Rule of Thirds Collage Montage Propaganda Horizon Line Elements Principles Resolution Juxtaposing Found-Object Art Digital Graphics Local Root Folder .container Div Tag jQuery CSS Web Template Portfolio	<ul style="list-style-type: none"> •Students create or add to their existing google site, to include examples of their work in class •Students will upload finished projects to the class centervillemaclab.deviantart.com page •Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) •Students will use Garageband to create a podcast with images of how the modifications to their self portrait tells more about who they are as an artist or a person.
• Series of Human/ Animal mixed (bird with human arms holding coffee)	H.1.2 ADVANCED	Compare works of art for function and identify relationships in terms of history, aesthetics, and culture			
• Modified Self Portrait	H.1.3 PROFICIENT	Identify iconography in an artist’s work or a body of work and analyze the meaning.	Example Images from Internet (Photoshopped images, etc) File on Computer Teacher Lecture Teacher Demonstration Grading Rubric Deviantart.com Google Sites Microphones Garageband iMovie School provided teacher Apple laptop		
	H.1.4 PROFICIENT	Identify connections between visual arts education and potential job offerings in the community and beyond			
	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.			
	H.1.5 ADVANCED	Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.			
	H.3.1 PROFICIENT	Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.			
	H.3.1 ADVANCED	Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.		<i>Elements of Art:</i> Line Shape Color Value Texture Shape/Form Space <i>Principles of Art:</i> Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm Proportion	<ul style="list-style-type: none"> •(Projects Include:) •Completion of the Project handout, •Participation in Demonstrations •Oral Critique •Final Project Checkpoint •Sound or Video clip on the student website •Podcast of how their Modifications tell who they are •Finished Animal/Human •Finished Modified Self-Portrait •Photo Assignments of the week: 17. Photo that features a shadow as your subject 18. Unusual Point of View
	H.3.2 PROFICIENT	Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			

Unit 10/ Final Exam Project	H.1.4 PROFICIENT	Identify connections between visual arts education and potential job offerings in the community and beyond	Adobe Photoshop MacLab MacPro Computers Digital Cameras Card Readers USB Cords Internet Connection Elements and Principles LearningConnection.doe.in.gov	Photoshopping Composition Rule of Thirds Collage Montage Propaganda Horizon Line Elements Principles Resolution Juxtaposing Found-Object Art Digital Graphics Local Root Folder .container Div Tag jQuery CSS Web Template Portfolio	<ul style="list-style-type: none"> Students create or add to their existing google site, to include examples of their work in class Students will upload finished projects to the class centervillamaclab.deviantart.com page A finished page or link on their student website that includes only portfolio quality work from this semester. Students must have one example of every project assigned this semester Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) Students will use Fotobabble with their top 25 Photos when they link them to their class website. They should explain what they like about each image, and why it was one of their top 25 Students will create a final movie or sound clip that explains how they feel they have benefited from taking Digital Design.
Senior Picture Photo Shoot; you must take these pictures yourself. Your proofs must include: <ul style="list-style-type: none"> 5 locations 5 different poses at each location 5 different outfits total If every picture you take is perfect, you will have a total of 25 pictures. I want you to take 100 pictures, then narrow down to 25. You will edit the top 25	H.1.5 PROFICIENT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	Example Images from Internet (Photoshopped images, etc)		
	H.1.5 ADVANCED	Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.	File on Computer		
	H.1.6 PROFICIENT / ADVANCED	Identify the knowledge and skills gained in art experiences that transfer to daily life.	Teacher Lecture		
	H.3.1 PROFICIENT	Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.	Teacher Demonstration		
	H.3.1 ADVANCED	Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.	Grading Rubric		
	H.3.2 PROFICIENT	Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.	Deviantart.com		
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.	Google Sites		
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.	Microphones		
			Garageband		
			iMovie		
			Fotobabble		
			School provided teacher		
			Apple laptop		
				<i>Elements of Art:</i> Line Shape Color Value Texture Shape/Form Space <i>Principles of Art:</i> Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm Proportion	<ul style="list-style-type: none"> (Projects Include: Participation in) Demonstrations Oral Critique 100 Photos, with 5 locations, 5 poses, and 5 outfits 25 Edited Photos Sound or Video clip on the student website Completed “Digital Design” link on their school website. Fotobabble for each of the top 25 final pictures Final sound or movie clip about their experiences in the Visual Communications class

Enrichment Projects (2 for the semester) Real-World Design Opportunities that pop up over the semester.	H.1.5 PROFICEINT	Identify criteria of professional portfolios for art school and reflect on strengths of own art portfolio.	Adobe Photoshop MacLab MacPro Computers Digital Cameras Card Readers USB Cords Internet Connection Elements and Principles LearningConnection.doe.in.gov Example Images from Internet (Photoshopped images, etc) File on Computer Teacher Lecture Teacher Demonstration Grading Rubric Deviantart.com Google Sites Microphones Garageband iMovie School provided teacher Apple laptop	Photoshopping Composition Rule of Thirds Collage Montage Propaganda Horizon Line Elements Principles Resolution Juxtaposing Found-Object Art Digital Graphics Local Root Folder .container Div Tag jQuery CSS Web Template Portfolio <i>Elements of Art:</i> Line Shape Color Value Texture Shape/Form Space <i>Principles of Art:</i> Unity (Harmony) Variety Emphasis (focal point) Balance Movement Rhythm Proportion	Students create or add to their existing google site, to include examples of their work in class Students will upload finished projects to the class centervillemaclab.deviantart.com page Students will record their “self-critique” to link to their webpage with either iMovie or Garageband. they should discuss their thought process for choosing the images, the elements and principles they incorporated, their feelings towards their final design, and the most valuable lesson they learned (could be a technique, design concept, or self awareness) Projects Include: • Enrichment 1 • Enrichment 2
	H.1.5 ADVANCED	Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research.			
	H.1.6 PROFICIENT / ADVANCED	Identify the knowledge and skills gained in art experiences that transfer to daily life.			
	H.3.1 PROFICIENT	Analyze the effective use of symbols, elements, principles, and media in works of art, using appropriate terminology.			
	H.3.1 ADVANCED	Analyze how the visual organization of a work affects the communication of ideas and suggest alternatives, using appropriate terminology.			
	H.3.2 PROFICEINT	Construct well-supported interpretations of works of art using problem solving and critical inquiry, reflecting on various interpretations, evidence presented in the work, and its cultural context.			
	H.4.1 PROFICIENT	Identify and apply theories of art when making informed judgments about works of art.			
	H.4.2 PROFICIENT	Listen to and read alternative responses to works of art from peers, artists, and philosophers.			