PISCATAWAY
TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent

Graphic Design I

Content Area: Visual Arts
Grade Span: Grades 9-12
Revised by: Sandra Guevara
Presented by:
Approval date: August 2020

COURSE OVERVIEW

Description
Do you take notice of nice logos, interesting movie posters, or album artwork? This course is for the student interested in creating visually interesting designs. We'll learn how to use elements and principles of design to design successfully. This class has a variety of activities ranging from sketching, drawing abstract designs, designing with type, using digital cameras, and learning professional software, such as illustrator and photoshop.

Goals
Students will engage in the following activities to gain mastery and understanding: Sketching Drawing Designs – Abstract/Mainstream Typography Digital Cameras Professional Software

Scope and Sequence

Unit	Topic	Length
Unit 1	Understanding Graphic Design	September
Unit 2	Introduction to Adobe Illustrator and Composition	October
Unit 3	Pattern Design Incorporating Color Theory	November
Unit 4	Logos: Typography and Symbol Design	December
Unit 5	Intro to Adobe Photoshop: Using Digital Camera, filters and brushes	January
Unit 6	Photoshop Pop Art	February
Unit 7	Mixed Media	March
Unit 8	Layer Effects & Clipping Paths in Photoshop	April
Unit 9	Layout Design	May
Unit 10	Portfolio and Presentation	June

Resources

Resources
Suggested Resources: Appropriate Materials Teacher-Created Resources Adobe Illustrator, Photoshop, Composition See below for specifics in each unit.

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale	
Do you take notice of nice logos, interesting movie posters, or album artwork? This course is for the student interested in creating visually interesting designs. We'll learn how to use elements and principles of design to design successfully. This class has a variety of activities ranging from sketching, drawing abstract designs, designing with type, using digital cameras, and learning professional software, such as Illustrator and Photoshop.	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12adv.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.
Anchor Standard 2: Organizing and Developing Ideas	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
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.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
Anchor Standard 3: Refining and Completing Products	
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.
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.
1.5.12adv.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.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 6: Conveying Meaning Through Art	
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
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
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.
Anchor Standard 7: Perceiving and Analyzing Products	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
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.
Anchor Standard 9: Applying criteria to evaluate products.	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society

UNIT 1: *Understanding Graphic Design*

Summary and Rationale
This unit will introduce students to Graphic Design.
Recommended Pacing
September
State Standards

Anchor Standard 1: Generating and Conceptualizing Ideas	
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.
Anchor Standard 2: Organizing and Developing Ideas	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
Anchor Standard 3: Refining and Completing Products	
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.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.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
Anchor Standard 6: Conveying Meaning Through Art	
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
Anchor Standard 7: Perceiving and Analyzing Products	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
Anchor Standard 8: Interpreting intent and meaning	
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.
Anchor Standard 9: Applying criteria to evaluate products.	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.

Instructional Focus

Unit Enduring Understandings

Students will understand that
- Art reflects our society and culture.
- Art influences our society and culture
- Artists create a personal statement in their art.
- Graphic Design is apparent everywhere in our society and world.
- Graphic Designers create designs that reflect society and culture, and wishes of a client.
- Graphic Designs influences the choices consumers and individuals in society make.
- There are a variety of styles in Graphic Design and the one that the designer picks is based on the personality of the company and the nature of the product.
- Design can visually communicate ideas and messages.
- The quality of all art is determined by how well the same elements and principles are applied.

Unit Essential Questions
- Does art shape society or does society shape art?
- How does the role of an artist differ with a designer?
- Can styles of design indicate a time period or culture?
- How are members of society exposed to Graphic Design everyday?
- How does product design influence the choices that consumers and individuals make?
- How do different styles of design reflect a product or company?
- How do designers effectively communicate?
- What is a good design?

Objectives

- **Students will know:**
- The various views and purposes to art and graphic design.
- The function of different graphic designs.
- Most people recognize logos, signs, images, regardless of language or nationality in this world.
- Different styles in graphic design, such as traditional, modern, urban, classical reflect their society/culture.
- Designs can create an impact on societal views.
- The background and be familiar with the history of graphic design.
- How design can create an "image" or "branding" for a company.
- How a design can effectively visually communicate.
- How designers use elements and principles of art in graphic design.
- The steps a designer takes to plan a design.

Students will be able to:
- Classify examples of art/graphic design and recognize their views and purposes.
- Investigate examples of different graphic designs and their function.
- Collect and identify different styles in graphic design in their journal books.

- Analyze different styles and periods in Graphic Design.
- Explore different ways to visually communicate.
- Compare different examples of design and image, like Logos, advertising that different companies use.
- Identify how designs can impact societal views.
- Identify and critique use of color, line, i.e. all elements and principles of art in graphic design.
- Go through steps of planning a design, from brainstorming to sketching.

Resources

Suggested Resources:
Adobe Illustrator
Graphic Design Solutions
Internet
Assessment Suggestions:
Journal
Class Critique
Lesson Suggestions:
Compare and Contrast different examples of Graphic Design
"Hi My Name is…"

UNIT 2: *Introduction to Adobe Illustrator and Composition*

Summary and Rationale	
This unit will explore Black and White composition and design. This unit will also introduce students to using Adobe Illustrator.	
Recommended Pacing	
1 month	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
Anchor Standard 2: Organizing and Developing Ideas	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
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.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
Anchor Standard 3: Refining and Completing Products	
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.
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.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 9: Applying criteria to evaluate products.	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.

Instructional Focus

Unit Enduring Understandings

- Artist can use the elements and principles of design-color, line, shape, form, rhythm, space, etc. as a language to visually communicate ideas.
- A successful composition establishes a focal point.
- There are varieties of software packages in Graphic design and the one chosen will influence what the design communicates.
- Designers use computers and software as a tool.
- Artists and designers prepare and matte their artwork for exhibitions and portfolios.
- Artists and designer consider the safe handling of tools and materials when preparing their artwork.

Unit Essential Questions

- Can use of line, shape, etc. suggest an idea or feeling?
- Does a good design have a sense of order?
- Does a vector-based program, such as Illustrator give a designer more control to create a free form design?
- Can a designer use other tools besides the computer for their work?
- Does presentation make a difference in a design?

Objectives

Students will know:
- How to use the elements and principles of design to create a balanced and dynamic composition.
- How to plan a design from thumbnail stage to final draft stage.
- How the elements and principles of design create a focal point.
- The difference between vector based graphics and bitmapped graphics programs.
- How to navigate through Adobe Illustrator.
- Functions of tools in Adobe Illustrator.
- How to properly matte their artwork.
- How to handle tools and materials safely.

Students will be able to:
- Identify and create designs that implement elements and principles for a successful design.
- Plan a design by creating thumbnail sketches.
- Create a design with a focal point using elements and principles of design.
- Identify when to use Adobe Illustrator.
- Create a final design using Adobe Illustrator, focusing on the object and pen tools.
- Prepare and matte their design for art shows and portfolio.
- Use tools and materials safely.

Resources

Suggested Resources:
Adobe Illustrator
Assessment Suggestions:
Illustrator Exercises
Sketchbook Sketches
Daily Teacher Observation

Student self-assess with "Monitor your
progress" with objectives

Project Rubric
Lesson Suggestions:
Line, Shape, and Composition
Neopoprealism, patterns

UNIT 3: *Pattern Design Incorporating Color Theory*

Summary and Rationale	
This unit will teach students basic Color Theory, as well as designing a motif and pattern to create a Radial Design on Adobe Illustrator	
Recommended Pacing	
3 weeks	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Anchor Standard 2: Organizing and Developing Ideas	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
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.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
Anchor Standard 3: Refining and Completing Products	
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.
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.
1.5.12adv.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.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 6: Conveying Meaning Through Art	

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
Anchor Standard 7: Perceiving and Analyzing Products	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
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.
Anchor Standard 9: Applying criteria to evaluate products.	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
Instructional Focus	

Unit Enduring Understandings

- A design can be repeated to create repetition and a sense of unity
- A pattern can break up a design to create visual interest
- Motif and pattern designs have been used throughout history and culture in art, textiles and architecture.
- Radial designs and symmetry are apparent in nature, environment, and galaxy.
- Motif designs can be organic or geometric.
- Designers incorporate color schemes in their designs.
- Color schemes are a useful way to combine colors to create a harmonious artwork.
- Artists use color to convey a mood or an emotion.
- A designer will experiment with many variations and revisions before reaching final design.

Unit Essential Questions

- Can repetition allow a viewer's eye to connect an overall design?
- Does a solid background or a patterned background create a stronger visual interest?
- How have different cultures used motif and pattern design?
- How are radials designs and symmetry apparent in nature, environment, and/or galaxy?
- Can a designer find inspiration from nature or geometric shapes?
- Does color add visual interest?
- Do colors always have to be combined in a visually pleasing manner?
- Do certain colors evoke an emotion or idea?
- How does experimentation lead to unexpected and likely better results in design work?

Objectives

Students will know:

- A repeated motif design creates a pattern.
- A motif design can reflect a free form, organic or geometric look.
- Identify the use of motif and pattern design in different cultures.
- Use elements and principles to create a balanced pattern design.
- Identify different cultures that incorporate radial design and symmetry.
- Pen tool and Pathfinder can be used in Illustrator to create a final motif design.
- Illustrator features Rotate tool, transform, and brush styles to repeat a motif design and create a pattern.
- The color wheel and color schemes.
- The impact of color in a design.
- Adobe Illustrator can create different color schemes with the color palette, gradients, gradient strokes, color guide, and transparencies.
- Designers will make many revisions before achieving final draft.

Students will be able to:

- Create a motif design
- Explore the possibility of an organic or geometric design.
- Describe how different cultures use motif and pattern design.
- Repeat their motif design to create a pattern
- Use Pen tool and pathfinder to create their motif design.
- Use Rotate tool, transform, or brush styles to create a pattern design in Illustrator.
- Define and employ color schemes.
- Choose colors that create their desired impact or emotion.
- Use Adobe Illustrator color guide to create correct color schemes.
- Use Gradients, gradient strokes, and transparencies to enhance their color schemes.
- Create variations to choose from for final draft.

Resources

Suggested Resources:
Adobe Illustrator
Art Talk
MANDALAPROJECT.ORG   and handout
Assessment Suggestions:
Color Theory Handout
Daily Teacher Observations

Sketchbook Sketches
Student self-assess with "Monitor your progress" with objectives
Formative project assessments: Collect& assess motif organic & geometric design, Assess radial design variations via peer critique
Project Rubric
Lesson Suggestions: Radial Design: Motif and Pattern Design

UNIT 4: *Logos: Typography and Symbol Design*

Summary and Rationale	
This unit will introduce students to the art and design of Typography. Students will learn about the communicative and design objectives in Typography. It will also help students further explore visual communications and using Illustrator, but designing a logo.	

Recommended Pacing	
6 weeks	

State Standards	

Anchor Standard 1: Generating and Conceptualizing Ideas

1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12adv.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.

Anchor Standard 2: Organizing and Developing Ideas

1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
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.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing 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.

Anchor Standard 3: Refining and Completing Products

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.
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.
1.5.12adv.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.

Anchor Standard 4: Selecting, Analyzing, and Interpreting Work

1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.

1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 6: Conveying Meaning Through Art	
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
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Anchor Standard 7: Perceiving and Analyzing Products	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
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.
Anchor Standard 8: Interpreting intent and meaning	
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.
Anchor Standard 9: Applying criteria to evaluate products.	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
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.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Instructional Focus

Unit Enduring Understandings

- Letterforms can be treated as shapes to create designs.
- Typography alone can create a thoughtful design composition.
- There are a variety of styles in Typography that can reflect different personalities.
- Symbol designs are a visual form of communication.
- Designers consider both positive and negative space when designing typography and symbol designs
- Logo designs combine typography and symbol design to visually communicate the personality of a company or product.
- Logos can influence decisions made by consumers.
- Poster designs can influence decisions made my members of society.
- Designers refer to color psychology for logo designs.
- Designers respect copyright and do not copy or recreate existing designs.
- Designers use the elements and principles of design to create a successful logo.

Unit Essential Questions

- Can Typography design be considered an artwork?
- Can Letterforms alone create a design?
- Does serif, sans serif, or script typography suggest different personalities?
- Can a symbol design be universal?
- Is the negative space just as important as the positive space in a design?
- Are logos with just typography or a symbol more successful than logos with both?
- Are consumers guided by logo designs in identifying a company or product?
- Do colors influence a consumer's thoughts or decisions about a product/service?
- Can members of society be influenced by designs, such as posters, or informational designs?
- Is it permissible for a designer to recreate a logo and claim it as their original design?
- What makes a good logo design?

Objectives

Students will know:

- The history of Typography and written language.
- The different personalities that various Typography styles evoke, such as traditional, modern, or elegant.
- The use of symbol design as a form of visual non-verbal communication.
- How to design a logo appropriate for a client's needs.
- How to use the elements and principles of design to design a logo.
- Illustrator has type tool and "create outlines" feature to convert font into actual path shape.
- Illustrator creates outline and ability to release compound path to be able to design counter space (negative spaces) in letterforms.
- That Adobe Illustrator is the appropriate program to create a logo.

Students will be able to:

- Identify the history of typography.
- Identify different styles in Typography-serif, sans serif, and script.
- Create a symbol that visually communicates an object or idea.

- Choose appropriate style of typography and create a logo that reflects the personality of the company/product.
- Use elements and principles to design a balanced, clear and successful logo.
- Use Illustrator to type, and create outline and design with letterforms.
- Use Adobe Illustrator to create final logo design.

Resources

Suggested Resources:
Adobe Illustrator
Graphic Design Solutions
DRIBBBLE.com

Assessment Suggestions:
Typography Quiz
Sketchbook Sketches
Illustrator Typography Practice Exercise
Daily Teacher Observations
Student self-assess with "Monitor your progress" with objectives
Typography Project Rubric
Journal Assignment: Logo Research and Analysis
Logo Project Rubric

Lesson Suggestions:
Typography Design
Logo Design
Social Issue Poster design. A poster design with subject matter, such as BLM, Climate change, or Covid information.

UNIT 5: *Intro to Adobe Photoshop: Digital Camera, Filters and Brushes*

Summary and Rationale
This unit will focus on digital imaging terms, photography and learning an overview of Adobe Photoshop.

Recommended Pacing
3 weeks

State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Anchor Standard 2: Organizing and Developing Ideas	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
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.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 7: Perceiving and Analyzing Products	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
Anchor Standard 9: Applying criteria to evaluate products.	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.

Instructional Focus		

Unit Enduring Understandings

- Adobe Photoshop is a bitmapped graphics program in which images are composed of pixels.
- The quantity (resolution-dpi) of pixels affects the quality of an image in bitmapped graphics.
- There are a variety of graphic image file types (jpg, eps, tiff, psd, gif) and designers must choose when to use them.
- A designer or artist can quickly manipulate elements and principles of design in Photoshop.
- Photoshop and digital photography is based on concepts from traditional photography.
- An artist can emphasize elements and principles in Photoshop to express a statement.
- A designer can use a digital camera to create an original photograph.

Unit Essential Questions

- Why choose a bitmapped program over a vector-based program?
- What determines a quality computer image?
- Do different file types make a difference in an image?
- How does the work of a computer artist differ from a painter or illustrator?
- Can technology and computers substitute traditional techniques?
- How can artists control elements and principles of design, such as color and contrast, to evoke an idea?
- What are the criteria for a computer image to be an artist's original work?

Objectives

Students will know:

- That resolution and dpi determine the size and quality of an image
- Image size and resolution correlate with file size.
- How to use digital camera with SD card and transfer to computer.
- How to navigate through Adobe Photoshop: be familiar with tools and menus.
- There are different graphic file types: gif, jpg, psd, eps, etc.
- How to adjust levels and hue/saturation in Photoshop.
- That a quality image should have adjusted values; light, medium, and dark tones.
- That an artist/designer can emphasize color, size, and contrast to create an impact or evoke an emotion.
- How to compose a photograph using the digital camera.
- Filters can create different effects or warp an image.
- Brushes can simulate different textures and effects on an image

Students will be able to:

- Adjust dpi and resolution
- Manage files and file size on their documents.
- Use digital camera, SD card, and card readers.
- Open an image and use a variety of tools in Photoshop.
- Define different file types.
- Adjust the color, brightness and contrast in Photoshop.
- Use levels to adjust value.
- Use Hue/Saturation, Color Balance, Threshold, Posterize, Artistic Cut-out and Poster edges filters to create bright colored, high contrast images in Photoshop.
- Use Crop tools, transform and scale to zoom in on an image.
- Use the digital camera to photograph still life objects and or self-portraits.
- Use filters to alter or distort images

• Use Photoshop brushes, such as watercolor brushes.
Resources
Suggested Resources: Adobe Photoshop **Assessment Suggestions:** Digital Definitions Worksheet Digital Definitions Quiz Photoshop Quiz Daily Teacher Observations Student self-assess with "Monitor your progress" with objectives Construction Paper Project Rubric **Lesson Suggestions:** Exploring Photoshop

UNIT 6: *Photoshop Pop Art*

Summary and Rationale	
This unit will show students how to use Photoshop to create bright color, high contrast images in the style of POP ART artists, such as Andy Warhol and Roy Lichtenstein.	
Recommended Pacing	
4 weeks	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12adv.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.
Anchor Standard 2: Organizing and Developing Ideas	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
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.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
Anchor Standard 3: Refining and Completing Products	
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.
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.
1.5.12adv.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.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	

1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 6: Conveying Meaning Through Art	
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
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Anchor Standard 7: Perceiving and Analyzing Products	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
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.
Anchor Standard 9: Applying criteria to evaluate products.	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.5.12prof.Cn10 a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.12prof.Cn11 a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
Instructional Focus	

Unit Enduring Understandings

- Pop Artists created innovative concepts and techniques by using non-traditional art methods.
- Pop-art used untraditional subject matters that are to everyday society.
- Pop-Artists used techniques from commercial art, such as screen-printing and ben-day dots from comic book art.
- Pop-art characteristics include high contrast, bright colors.
- Many designers now use Pop Art in their designs for advertisements, album artwork, and posters.
- Photoshop color adjustments and editing can create high contrast and bright colors.
- Photoshop filter combinations can re-create comic book style art.

- Multiple panels and images can create a theme in a work of art.
- Photoshop and digital imaging can be considered a fine art as well as in graphic design.

Unit Essential Questions

- Is it possible to develop innovative ideas in art?
- Should art be understood by everyone?
- Can Artists use techniques and methods used in 'commercial' arts?
- Do high contrast, bright colors evoke any emotions? What kind of emotions?
- Can "Fine" art and "Commercial" art ideas and methods be interchangeable?
- How can digital artists manipulate photographs?
- Can experimentation and tutorials for Photoshop create new effects on images?
- Can Photoshop and digital imaging be considered a fine art?
- How can an artist create a theme and sense of unity with multiple images?

Objectives

Students will know:
- The history of Pop Art.
- The impact of Pop Art in art and society.
- Identify bright high contrast colors.
- How to use threshold and posterize adjustments in Photoshop.
- How to use Magic Wand and Quick Select Tool to select pixels in a limited color range.
- How to use Dodge and Burn tools to make specific value adjustments on images.
- How to use color adjustments, such as hue/saturation, color balance, levels, and gradient maps.
- How to use filters such as Artistic Cut-out, Poster Edges, and Half-Tone Pattern to create comic book style.
- How to use color and concepts to create a sense of unity.

Students will be able to:
- Identify Pop Art artists, such as Andy Warhol and Roy Lichtenstein.
- Identify the impact of pop art subject matter.
- Use bright, high contrast colors.
- Use Threshold and Posterize adjustments in Photoshop.
- Use Magic Wand and Quick Select Tools in Photoshop.
- Use Dodge and Burn tools in Photoshop.
- Use various color and value adjustments features in Photoshop.
- Use Various Artistic Filters, specifically Cut-Out, Poster Edges, and Half-Tone pattern.
- Use color and concepts to create a sense of unity.

Resources

Suggested Resources:
Adobe Photoshop

Assessment Suggestions:
Daily Teacher Observations

Formative assessments, including peer
critiques and feedback.
Student self-assess with "Monitor your
progress" with objectives
Pop Art Project Rubric
Pop Art Research Handout
Lesson Suggestions:
Pop Art Photoshop

UNIT 7: *Mixed Media*

Summary and Rationale	
This unit will show students how to use Mixed Media and Photoshop to create a self-portrait collage. Students will also learn about the innovative mixed media techniques developed by Pablo Picasso.	
Recommended Pacing	
4 weeks	
State Standards	

Anchor Standard 1: Generating and Conceptualizing Ideas

1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Anchor Standard 2: Organizing and Developing Ideas

1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
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.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Anchor Standard 3: Refining and Completing Products

1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works sof art and design in progress.
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.
1.5.12adv.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.

Anchor Standard 4: Selecting, Analyzing, and Interpreting Work

1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art

Anchor Standard 6: Conveying Meaning Through Art

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
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.

Anchor Standard 7: Perceiving and Analyzing Products

1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
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.

Anchor Standard 9: Applying criteria to evaluate products.

1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society

Instructional Focus

Unit Enduring Understandings

- A design can be created using other materials aside from the computer.
- Combining various materials add visual interest to a design.
- Texture can add visual interest to a design.
- Artists such as Pablo Picasso innovated collage by using variety of materials, which included 'found' materials in their artwork.
- Self-portrait can be used as a medium of personal expression.
- Photoshop has different tools, brushes and filters to simulate traditional tools and effects in graphic images.

Unit Essential Questions

- Do designers have to use computers and software for all of their designs?
- Does including found objects create visual interest to a design?
- Can texture in a design invite a viewer?

- Does using found objects count as a valid material in art?
- How can an artist express themselves via a self-portrait?
- Do all computer graphic images have to look modern or as if they were created on the computer?

Objectives

Students will know:
- The history of Collage.
- How to plan the creation of a collage using various materials.
- How to use 'found' materials, such as newspaper clippings, buttons, pins, personal writings, personal papers, etc in their collage for to create texture and visual interest.
- How to colorize various papers using watercolor paint.
- How to use the Watercolor Brush in Photoshop to create a traditional, painterly effect.
- How to use Watercolor Brushes to create traditional painting effect.
- How to use various Artistic Filters on Photoshop to create a painting effect.
- How to use Acrylic Gel Medium to create texture and adhere collage papers.

Students will be able to:
- Identify artists, like Picasso that developed the creation of collages.
- Create a collage using a variety of materials.
- Use 'found' materials in their collage work.
- Use watercolor paints for their collage work.
- Use the Watercolor brush in Photoshop.
- Use downloaded watercolor brushes in Photoshop.
- Use Artistic filters in Photoshop.
- Use Acrylic Gel Medium to create texture and adhere collage papers.

Resources

Suggested Resources:
Adobe Photoshop

Assessment Suggestions:
Daily Teacher Observations
Student self-assess with "Monitor your
progress" with objectives.
Collage Project Rubric
Pablo Picasso Handout
Lesson Suggestions:
Self-Portrait

UNIT 8: *Layer Effects & Clipping Paths in Photoshop*

Summary and Rationale
This unit will show students how to use Pen Tool on Photoshop and create Surrealist images. Students will learn about surrealist artists, such as Salvador Dali and Renee Magritte. Students will also have the opportunity to learn advanced skills in Photoshop using Photoshop tutorials.

Recommended Pacing
3 1/2 weeks

State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Anchor Standard 2: Organizing and Developing Ideas	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
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.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
Anchor Standard 3: Refining and Completing Products	
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.
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.
1.5.12adv.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.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 6: Conveying Meaning Through Art	

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
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.

Anchor Standard 7: Perceiving and Analyzing Products

1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
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.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

Anchor Standard 9: Applying criteria to evaluate products.

1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society

Instructional Focus

Unit Enduring Understandings

- Digital artists are influenced by styles of art, such as Surrealism, to create unrealistic, dreamlike digital images.
- Artists can find inspiration in sources like their dreams.
- Artists juxtapose objects, i.e. objects that normally don't belong together, to create innovative and surrealistic images.
- Surrealist artist used their artmaking as a way of interpreting and/or expressing their understanding of their world.
- Photoshop can easily alter scale of images to create a surrealist image.
- Photoshop can easily "dislocate" images and environments to create a surrealist image.

- Digital artists can use Photoshop and computer images to create personal statements.
- Digital artists can combine different images into one image using layers and clipping paths.
- Layers can also alter and create new effects on images.
- Blending modes on layers can also additionally alter and create new effects on images.
- Internet can be used as a resource for online tutorials on Photoshop.

Unit Essential Questions

- Where can artists find inspiration for their work?
- How do we define objects that normally don't belong together?
- How did Surrealist artist use their artwork to reflect their understanding of their world?
- Can world events have an effect on an artist artwork?
- How does changing the realistic size of images alter perception?
- How can transferring images from their normal environment create a surrealist image?
- Are computers and digital images only applicable to commercial formats?
- How can digital artists manipulate photographs?
- Can experimentation and tutorials for Photoshop create new effects on images?

Objectives

Students will know:
- The history of Surrealism.
- How to brainstorm for different ideas-using juxtaposition, change in scale, dislocation, or referring to their dreams.
- That color can convey a mood in their artwork.
- How to use layers in Photoshop.
- How to use blending modes on layers.
- The difference between hard edge and soft edges in Photoshop.
- How to use pen tool and clipping paths in Photoshop.
- When to use quick select tool or pen tool to make selections.
- How to use Text Mask Layers.
- Use Internet as a resource for online tutorials on Photoshop.

Students will be able to:
- Identify Surrealist artists, such as Dali, and Magritte.
- Define Surrealism terms and concepts.
- Use color to convey a mood in their artwork.
- Use Layers in Photoshop.
- Use Text Mask Layers.
- Use different blending modes on layers palette.
- Use feathered edges to seamlessly combine images in Photoshop.
- Use Pen Tool to create a clipping path and select a precise area

Resources

Suggested Resources:
Adobe Photoshop
Internet Photoshop tutorials for
advanced skills

Assessment Suggestions:
Daily Teacher Observations
Sketchbook Brainstorming Ideas
Student self-assess with "Monitor your
progress" with objectives.
Formative assessment: Peer feedback
Surrealist Project Rubric
Surrealism Readings and Questions
Handout
Lesson Suggestions:
Surrealism
Text Mask Portrait

UNIT 9: *Layout Design*

Summary and Rationale	
Students will learn how to combine different images and test to create a layout design in Illustrator. Students will create a brochure and Album Artwork design.	
Recommended Pacing	
6 weeks	
State Standards	

Anchor Standard 1: Generating and Conceptualizing Ideas

1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Anchor Standard 2: Organizing and Developing Ideas

1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
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.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Anchor Standard 3: Refining and Completing Products

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.
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.
1.5.12adv.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.

Anchor Standard 4: Selecting, Analyzing, and Interpreting Work

1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art

Anchor Standard 6: Conveying Meaning Through Art	
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
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Anchor Standard 7: Perceiving and Analyzing Products	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
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.
Anchor Standard 9: Applying criteria to evaluate products.	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
Instructional Focus	

Unit Enduring Understandings

- A designer can create a layout design that provides information for a consumer.
- Information is easier to read if its design has a visual hierarchy.
- Multi-page designs such as newspapers, magazines, brochures contain a sense of unity throughout the design.
- Non-designers use readymade templates that have been designed by graphic designers in programs like Publisher or Word.
- Internet is a useful resource for content, but a designer's primary goal is to design the layout of the content.
- A layout design should reflect the personality of the product/company it represents.
- Designers can look at cultural and historical elements to inspire concepts in their designs.
- A designer can use typography and elements and principles to create a sense of unity.

Unit Essential Questions

- Can a reader easily grasp information, if it is scattered or cluttered?
- Should information get presented in order of importance?
- Do multi-page designs need to relate to each other?
- Should a graphic designer use a template already designed by another designer?

- Should a designer rely on the Internet for their designs?
- Can designers research cultural and historical aspects to inspire their designs?
- Should a layout design reflect the style of its product/company?
- What creates a sense of unity?

Objectives

Students will know:
- There are different kinds of layout designs that provide information for consumers: magazines, newspapers, brochures, cd covers, websites, and apps.
- The function and style of layout design.
- The different styles that layout design can reflect.
- How to use elements and principles to create a good layout design.
- That more than one software program is needed to create a layout design.

Students will be able to:
- Identify and create various layout designs.
- Collect, identify, and label the visual hierarchy in a design in their journal.
- Classify and collect different styles and kinds of layout design.
- Use elements and principles of design in their layout designs.
- Using a harmonious Color scheme can create a sense of unity.
- Repetition can create a sense of unity in their overall design
- Arrange a sense of unity in their multi-page layout design.
- Use Photoshop to edit bitmapped images in layout design.
- Use Illustrator for type and or border designs.
- Use Illustrator or InDesign for overall layout design.

Resources

Suggested Resources:
Adobe Photoshop
Adobe Illustrator
Assessment Suggestions:
Daily Teacher Observations
Research Different examples
Sketchbook Sketches
Student self-assess with "Monitor your
progress" with objectives.
Formative assessment: Peer feedback
Brochure Project Rubric
Album Cover Project Rubric
Lesson Suggestions:
Brochure Design
Album Art

UNIT 10: *Portfolio and Presentation*

Summary and Rationale	
This unit will focus on students preparing all of the work made throughout the school year into a portfolio	

Recommended Pacing	
2 weeks	

State Standards	

Anchor Standard 4: Selecting, Analyzing, and Interpreting Work

1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art

Anchor Standard 6: Conveying Meaning Through Art

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
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
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.

Anchor Standard 9: Applying criteria to evaluate products.

1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

Instructional Focus	

Instructional Focus

Unit Enduring Understandings

- Artists and designers prepare and matte their artwork for exhibitions and portfolios.
- There are a variety of formats for portfolios
- Artists and designers maintain an up to date portfolio with current work.
- Designers and artists use portfolios as an entrance evaluation for a school or job.
- A portfolio and its content are a reflection of the artist/designer.
- Artists and designers display their work in exhibits.

Unit Essential Questions

- Does presentation make a difference in a design?
- Which format for a portfolio is better?
- Does the work in a portfolio need to be current to be a valid reflection of the designer?
- How does a school or employer evaluate a possible candidate?
- How does a portfolio reflect the designer?
- Why does an artist/designer share their work with the public?

Objectives

Students will know:

- How to properly matte their work.
- That there are different kinds of portfolio formats-electronic, website, traditional.
- How to maintain and choose the work included in their portfolio.
- How to prepare and design a portfolio.
- How to prepare their work for display

Students will be able to:

- Matte their work.
- Identify different kinds of portfolios.
- Choose their work for their portfolio.
- Design and prepare their portfolio in Power Point or Google Slides.
- Prepare their work to be included in an exhibit.

Resources

Suggested Resources:
Adobe Photoshop
Adobe Illustrator
Assessment Suggestions:
Daily Teacher Observations
Sketchbook Sketches
Student self-assess with "Monitor your
progress" with objectives.
Formative assessment: Peer feedback
Portfolio Project Rubric
Lesson Suggestions:
Portfolio
Prepare and select artwork for art show