Computer Graphic Design 1

Course of Study

Black Horse Pike Regional School District

Department: Fine Art

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COMPUTER GRAPHIC DESIGN 1
SYLLABI

Line and Shape, Marking Period 1:
- Safety procedures
- Care of equipment
- Class procedures/school procedures
- Element of Line
- Introduction to Critique/Aesthetics
- Element of Shape
- Art History

Texture, Space and Movement, Marking Period 2:
- Element of Texture
- Element of Space
- Principle of Movement
- Critique/Aesthetics
- Art History

Value and Color, Marking Period 3:
- Element of Value
- Basics of the Element of Color
- Critique/Aesthetics
- Art History

Color and Design, Marking Period 4:
- Exploring the Element of Color further
- Principles of Design
- Critique/Aesthetics
- Art History

CORE SKILLS

Art in school is both a body of knowledge and a series of activities. Fundamentally, learning in art has four major components. The goal of art education is the development of these areas:

•**Art Design and Digital production** – The process of making and printing art.

•**Art criticism** - Responding to and making judgments about the properties and qualities that exist in visual forms.

•**Art history** - Acquiring knowledge about the contributions artists and art make to culture and society.

•**Aesthetics** - Understanding the nature, meaning, and value of art.

COURSE DESCRIPTION

Computer Graphics – 5 Credits, Grade 9-12

This is an introductory Art course that offers comprehensive art experiences with detailed explorations in the classics such as painting, drawing, printmaking, and sculpture. In addition to gaining confidence and proficiency working with a variety of mediums, students will learn about the history, analysis, and interpretation of art. Students will learn to incorporate the elements of art and principles of design, and apply them in creative and unique works of art. The requirements for this course include an open mind, a cooperative attitude, and a willingness to be creative.

GRADING SCALE

Projects	Classwork / Exercises	Critique/Evaluation	Homework/References/ Prep	Total
50%	30%	10%	10%	=100%
Total # of points earned on projects _____ # of assignments **The final grades for all Projects are worth 50% of total grade for the Marking Period.**	Each Week you will be given a possibility of 10 points a day. If you choose not to work 10 points a day will be deducted from your class work grade. **The final Class Work grade is worth 30% of total grade for the Marking Period.**	Total # of points earned on critiques/evaluations _____ # of assignments **The final Critique grade is worth 10% of total grade for the Marking Period.**	Total # of points earned on homework/references/prep _____ # of assignments **The final Homework Grade is worth 10% of total grade for the Marking Period.**	

Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS FOSTERING ACHIEVEMENT CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course: Computer Graphics I MP3-Introduction to Photoshop Grade Level(s): 9-12	Unit Summary: • In this Unit, students will be introduced to the software program Adobe Photoshop. Students will use their prior knowledge of Adobe Illustrator to transition into this program. Students' skills are accumulative and each lesson builds on the previous lesson. While keeping the Art Elements and Principles in mind; students will create projects in Photoshop based on Art History and current art trends.
Essential Question(s): -What is Photoshop's place in Fine Art and Art History? -How can Photoshop be used to create projects for Computer Graphics? -How has Photoshop impacted Graphic Design, Computer Graphics and artistic editing processes?	Enduring Understanding(s): • Navigation and tools usage- This lesson teaches students to familiarize themselves with the software program Adobe Photoshop. They will learn to navigate the system and use the tools provided to create art. Students will apply their skills to create new works of art as well as edit existing photos or images. • Technology fluency- This lesson is important to students continuing in the art field as well as those going into most other professions because of our rapidly evolving technology centered world. Students learn skills to teach themselves to adapt artistically to new tools and programs in a creative and explorative art form. • Creation- This unit will teach students how to navigate and use a new program and the ways they can apply these skills and tools to visual art.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

<u>Learning Target</u>

<u>Learning Target</u>. 1. Students will use the school provided computers and Adobe Photoshop to create original works of art. 2. Students will be challenged to understand the tools and apply them to create their projects. They are required to remember each tool function and their keyboard shortcuts. 3. Students will use their art vocabulary and previous knowledge of the Art Elements and Principles to evaluate and analyze works of art created in class in guided critiques.	**NJCCCS or CCS** 1. **1.1.12.D.1** 2. **1.1.12.D.2** 3. **1.3.12.D.2**

Inter-Disciplinary Connections:

- Math- Rulers, measurement, layout sizing, percentages.
- English- Font, Typography, vocabulary, artist statements, and project summaries.
- History- Art history in chronological reference to World History events.
- Science- Evolution of artistic processes. Example- Dodge & Burn tool understanding requires knowledge of Wet Film development, light sensitive paper and chemicals needs to process film.
- Technology- Students learn digital organization, keystrokes, printing and computer processes and saving and submitting digital work.
- Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using Photoshop.

Students will engage with the following text:

Students will be exposed to different artists and art styles through various Teacher Guided Power points.
Students will have technology demonstrations daily with the use of the overhead projector.

Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.
Responses to "Do Now" or "Warm up" activities reinforcing concepts and vocabulary.
"Do Now" or "Warm up" examples:
-What are some differences between Adobe Illustrator and Adobe Photoshop?
-Who are examples of Artists who greatly influenced Graphic Art?
-Who from Art History do you think would enjoy Photoshop had it been invented during their lifetime?
Student Writing Assignment examples:
-Student self-critiques
-Artist statements
-Written Critiques
-Project Summaries

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- **Student skills demonstrated, applied and assessed:**
  Toolbars
  Color Theory
  Craftsmanship
  Navigation
  Filter
  Brushes
  Selection Tools
  Healing Brush
  Shortcuts
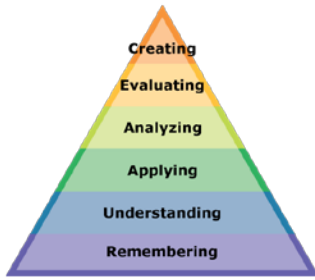- **Lessons:**
  Mr. Melonhead
  Gears
  Pop Art
  Retouching
  Logos
  Advertisement
  Packaging
  Shortcuts
- **Materials:**
  Computers
  Smartboard
  Overhead Projector
  Printer
  Adobe Photoshop
  Paper

PART IV: EVIDENCE OF LEARNING

 IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR
UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

Students will be evaluated based on the completion of the projects, time management, skill, exercises and activities. Critiques will take place during the creation of projects to gage the students' choices in developing the elements and principles of design.

Accommodations/Modifications:

- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Use of visual aids, such as whiteboard, overhead, Smartboard, computers and project samples
- Read the directions and/ or writing prompt aloud
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/ binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Grade content and mechanics separately for writing assignments
- Reinforce positive behaviors for following class rules
- Provide activities for students during free time
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

Summative Assessments:

At the end of each Marking Period a Unit Art Show will be held in the classroom where all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about

aesthetic decisions as well as on a student to teacher bases.

Accommodations/Modifications:

- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Use of visual aids, such as whiteboard, overhead, Smartboard, computers and project samples
- Read the directions and/ or writing prompt aloud
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- Reinforce positive behaviors for following class rules
- Provide activities for students during free time
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

Performance Assessments:

Project Grade- Completion of projects by deadlines.
Each project is graded on the following-
Project Rubric:
Creativity/ Originality- 20%
Craftsmanship/ Neatness- 20%
Work Ethic/ Cooperation- 20%
Use of tools and materials- 20%
Effort and ability-20%
Critique Grade- Analyzing and evaluating artwork through written and verbal responses
Homework Grade- Completing materials that reinforce concepts
Classwork Grade- working consistently and using time wisely in class

Accommodations/Modifications:

- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Use of visual aids, such as whiteboard, overhead, Smartboard, computers and project samples
- Read the directions and/ or writing prompt aloud
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Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Computer Graphics I MP 1 – Line & Shape	Unit Summary: Students will be introduced to various techniques and applications of the elements of line and shape. First introducing line and progressing to shape within various projects. Art History is introduced with a focus on line and shape. Technology/Equipment rules and Computer program conventions are explained with relation to individual projects and classroom safety.
Grade Level(s): 9-12	
Essential Question(s): **In what ways has line been used in art throughout history? How has line influenced shape? Can technology be used as an artistic tool?**	**Enduring Understanding(s):** - Line is a basic element of art that is essential to sequential learning. It is a foundation on which all other elements are built upon. - Shape is the next logical element when introducing the progression of the elements and principles of art. * Utilizing computer technology enhances the creative and artistic skills already envisioned with traditional methods.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Create different types of 2-D simulated computer-aided line and shape with varying thickness, spacing, directions and movement.	1. 1.1.12.D.1
2. Define, identify, analyze and interpret different lines and shapes in artistic works throughout history.	2. 1.1.12.D.2 3. 1.3.12.D.2
3. Identify and interpret how the direction, movement and positioning of line can evoke moods, energy and impact in artistic works.	

Inter-Disciplinary Connections:

Math-incorporate rulers within computer program artboards and workspaces.

History- Introduce Art styles, meaning and symbolism through exposure to relevant artworks.

Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using line and shape.

Technology-Use a combination of technological devices to enhance learning and interest in subject matter. (Smartboard, PowerPoint, Prezi, Internet, Projector)

Students will engage with the following text:

Students will be exposed to different artists and art styles through various Teacher guided Power points, Online tutorials, and current magazines which provide the most up to date digital art.

Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.

Responses to "Do Now" or "Warm up" activities reinforcing concepts and vocabulary.

Do Now/Warm up Examples:

-Was a projected image photoshopped?

-What tools utilize and change the stroke/line and fill/shape?

-Draw as many shapes as you can in one minute in either Photoshop or Illustrator.

- How can you draw a facial feature only using shapes?

-Draw a line with the Pen Tool to express how you feel right now and explain why.

-Find and list 10 different shapes that you see in the classroom.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Art Element Line/Shape

Suggested Projects that use identified skills

Shape Creation-Use squares, ellipses, rounded rectangles to make vector ninja warriors in Adobe Illustrator.

Abstract Line Drawing- Use Pencil and Pen tool to create organic and defined lines.

Portrait Creation- Use varying lines and shapes to define facial features.

Shape Creation-Use Pathfinder in Illustrator to combine shapes or subtract/divide shapes.

Computer Skills

Suggested Projects that use identified skills

Computer Conventions-Make new document folders and recognize navigation shortcuts.

Online Tutorial-Follow an online tutorial to complete a specific project.

Online Portfolio-Use online site such as Edmodo.com to create personal portfolio site.

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

Students will be evaluated based on the completion of the projects, time management, skill, exercises and activities.

Critiques will take place during the creation of projects to gage the students' choices in developing the elements and principles of design

Accommodations/Modifications:

- Use of visual aids, such as whiteboard, projector, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

Summative Assessments:

At the end of each Major Assessment a critique will be held in the classroom where all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.

Accommodations/Modifications:

- Use of visual aids, such as whiteboard, projector, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
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- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

Performance Assessments:

Project Grade – completion of projects by deadlines
   Each project graded on the following   **Project Rubric:**
         Creativity/Originality-20%
         Craftsmanship/Neatness-20%
         Work Ethic/Cooperation-20%
         Use of tools and Materials-20%
         Effort and Ability-20%
Critique Grade – Analyzing and evaluating artwork through written and verbal responses.
Homework Grade – completing materials that reinforce concepts
Classwork Grade – working consistently and using time wisely in class

Accommodations/Modifications:

 - Use of visual aids, such as whiteboard, projector, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Computer Graphic Design 1 MP 2 – Adobe Illustrator, Texture, Space, Movement,	Unit Summary: Students will be introduced to various computer aided techniques, tools, and applications of the elements and principles of texture, space, and movement. First introducing tools in Illustrator to create textures and progressing to incorporate space and movement within various projects. Art History is introduced with a focus on texture, space, and movement.
Grade Level(s): 9-12	
Essential Question(s): **In what ways can the element of texture enrich artwork aesthetically?** **How can the illusion of 3 dimensional Space be created on a 2 dimensional surface?** **In what ways can movement enhance dynamic interest in works of art?**	**Enduring Understanding(s):** - Texture allows an artist to create actual or simulated surface detail to their subject matter to enhance design, interest, and aesthetic appeal. - The illusion of Space is created with various techniques and the incorporation of perspective to enhance the illusion of depth. - Movement helps to create a dynamic interest within a work of art.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Create different types of 2-D simulated texture using a variety of computer aided tools, techniques and applications to add detail and enhance interest in an original piece of artwork. Understand the difference between simulated and actual texture.	**1.** 1.1.12.D.1 **2.** 1.1.12.D.2
2. Define, identify, analyze and interpret the incorporation of texture, space, and movement in artistic works throughout history.	**3.** 1.3.12.D.2
3. Identify and interpret how texture, space, and movement can evoke interest, energy and impact in artistic works.	

Inter-Disciplinary Connections:

History- Introduce Art styles, meaning and symbolism through exposure to relevant artworks.
Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using texture, space, and movement.
Technology- Use a combination of technological devices to enhance learning and interest in subject matter. (SmartBoard, PowerPoint, Prezi, internet, projector, film, slides, etc.)

Students will engage with the following text:

Various Teacher guided Power points, worksheets and activities. Exposure to different artists and their work through various visual aids.

Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.
Responses to "Do Now" or "Warm up" activities reinforcing concepts and vocabulary.
DoNow/Warm-up examples:
-What is the difference between simulated and actual texture?
-List 3 different objects that you see in the classroom and their texture.
-What is the difference between 2-dimentional and 3-dimentional?
-How can you create the illusion of space using line and shape?

-**Do a quick sketch that shows the illusion of space.**

-**Do a quick sketch that shows the illusion of movement.**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

<u>How</u> will students uncover content and build skills.

Art Element Texture

Suggested Projects that use identified skills

Gradient Mesh Fruit- Using the gradient mesh tool in Adobe Illustrator to create simulated texture of various fruit.

Live Trace-

Op Art-create the illusion of actual texture on a 2-dimentional plane.

Pencil Still Life- Drawing from observation of non-animate objects with texture.

Nature Rubbings- replicate textures from nature by placing a piece of paper over top and rub with pencil, crayon or charcoal to create an interesting composition.

Art Element Space

Suggested Projects that use identified skills

Op Art-create the illusion of space using line and shape on a 2-dimentional plane.

Hallway Pencil Drawings- Draw the hallway from observation to show the understanding

Perspective Drawings- Using one and two point perspective, create the illusion of space on a 2-D surface.

3-D Letters and Shapes-create 3-dimentional shapes out of paper, cardboard, cardstock, foamcore board, etc.

Basic Shape Still Life-Draw from observation basic 3-D shapes on a 2-D surface.

Art Principle of Movement

Suggested Projects that use identified skills

Op Art- create the illusion of movement using line and shape.

Comic Strip- portray movement through a series of scenes that create a story line.

Dancer Drawings- Capture the movement of a dancer in a drawing of dancing positions.

Found Object Sculpture- use the repetition of objects, shapes, colors, textures and space to create movement in a 3-dimentional sculpture.

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

Completion of project skill exercises and activities
Teacher/Student project evaluation
Teacher monitored progress
Management of project completion deadlines

Accommodations/Modifications:

Use of visual aids, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assisst with organization
- Give students a checklist of materials which will be needed for each class
- Grade content and mechanics separately for writing assignments.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

Summative Assessments:

Project Rubric

Creativity/Originality-20%
Craftsmanship/Neatness-20%
Work Ethic/Cooperation-20%
Use of Tools, Materials, and Computer-20%
Effort and Ability-20%

Accommodations/Modifications:

Use of visual aids, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
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- Grade content and mechanics separately for writing assignments.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

Performance Assessments:

Project Grade – completion of projects by deadlines
Critique Grade – Analyzing and evaluating artwork through written and verbal responses.
Homework Grade – completing materials that reinforce concepts
Classwork Grade – working consistently and using time wisely in class

Accommodations/Modifications:

Use of visual aids, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Computer Graphics I/ MP 4 – Color, Form, & Design Concepts	Students will be introduced to various techniques, mediums and applications of the elements of Color and Form as well as Design Concepts. Utilizing previously introduced Color theory and progressing to incorporate Form and Design Concepts within various projects. Art History is introduced with a focus on Color, Form, and Design Concepts. Technology/Equipment rules and Computer program conventions are explained with relation to individual projects and classroom safety.
Grade Level(s): 9-12	

Essential Question(s):	Enduring Understanding(s):
In what ways can the element of color enrich artwork aesthetically? **What are the different color schemes and how can they be used to enhance works of art?** **How can the art elements of color and value be used to enhance the application of form and/or design concepts?** **In what ways can the Principles of Design enhance dynamic interest in works of art?** **In what ways has Color theory, Form, and Design Concepts been used in art throughout history?**	• Color is one of the basic elements of art that is essential to sequential learning. • Color Theory allows an artist to utilize a color wheel and incorporate various combinations to increase aesthetic appeal. • Building upon the students' prior knowledge of the art elements of color and value, they can incorporate more advanced concepts of color theory to enhance their application of form and design concepts. • The elements of Design are explored with various computer-aided techniques and combined with multiple Design Concepts to increase detail and to promote aesthetically appealing works of art. • Design Concepts help to create a dynamic interest within a work of art. • Examine color modes in relation to monitors and web-based or print output.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Create original works of art using different types of design using computer-aided techniques.	**1.** 1.1.12.D.1
2. Define and identify different Color Schemes and Design Concepts in artistic works throughout history and integrate into personal projects.	**2.** 1.1.12.D.2
3. Identify how Color and Desig Concepts can evoke interest and energy in artistic works and infuse into original works of art.	**3.** 1.3.12.D.2
4. Recognize and Identify differences between various color schemes and how they can be used to create different illusions in a picture plane and demonstrate in assigned projects.	**4.** 1.4.12.A.2

Inter-Disciplinary Connections:

Math-incorporate rulers within computer program artboards and workspaces.
History- Introduce Art styles, meaning and symbolism through exposure to relevant artworks.
Intrapersonal Connections- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using color, form and design concepts.
Technology-Use a combination of technological devices to enhance learning and interest in subject matter.
(Smartboard, PowerPoint, Prezi, Internet, Projector)

Students will engage with the following text:

Students will be exposed to different artists and art styles through various Teacher guided Power points, Online tutorials, and current magazines which provide the most up to date digital art.

Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.
Responses to "Do Now" or "Warm up" activities reinforcing concepts and vocabulary.
Do Now/Warm up Examples:
- How can color themes be used to create the illusion of space in 2D design?

- **Explain how the color wheel colors are placed.**
- **Create a working artist statement.**
- **Describe the difference between analogous and complementary color schemes?**
- **Explain how the Principles of design can be used to enhance a work of art.**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

<u>**How**</u> **will students uncover content and build skills.**

> **Art Element Color**
>
> **Suggested Projects that use identified skills**
>
> **Color Wheel** – Create a color wheel with photoshop selection tools.
>
> **Pop Art**- Andy Warhol color schemes and patterns
>
> **Poster Design** – Psychedelic posters design in photoshop using Hobo font and famous artist imagery for Art Show.
>
> **Cookie color wheel** – Create a color wheel out of Nilla Wafer cookies as students mix red, blue and yellow frosting to create all 12 colors.
>
> **Digital Painting** –Choose an object in nature. Pen tool object in Illustrator. Bring object into Photoshop and use painting tools to make one complementary design and one analogous design.
>
> _____
>
> **Art Principles of Design**
>
> **Suggested Projects that use identified skills**
>
> **Logo Design** – Create a logo design combining images, text, and meaning using desired mediums.
>
> **Op Art** – Illustrate a design that creates an optical illusion, using a variety of techniques and mediums.
>
> **Word Art Design**-Illustrate a design that incorporates text to create a design that conveys a message or meaning.
>
> **3D poster design**—Create a horror movie poster using Channels in Photoshop combined with red/blue 3D glasses.
>
> **Retro Postcard Design**- Use the layer blending and color modes along with examples of Vintage postcards to design contemporary postcards with locations relevant to individual students.
>
> _____

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

Students will be evaluated based on the completion of the projects, time management, skill, exercises and activities.

Critiques will take place during the creation of projects to gage the students' choices in developing the elements and principles of design

Accommodations/Modifications:

Use of visual aids, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Give partial credit for late or incomplete work until the students are able to complete their work on time
- Provide students with folder/binder to assist with organization
- Give students a checklist of materials which will be needed for each class
- Grade content and mechanics separately for writing assignments.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

Summative Assessments:

At the end of each Marking Period Unit Art Show will be held in the classroom where all projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.

Accommodations/Modifications:

Use of visual aids, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing

- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
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- Provide activities for students during free time.
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

Performance Assessments:

Homework Grade – completing materials that reinforce concepts

Classwork Grade – working consistently and using time wisely in class

Project Grade – completion of projects by deadlines

Each project graded on the following

[Project Rubric:] Creativity/Originality-20%

Craftsmanship/Neatness-20%

Work Ethic/Cooperation-20%

Use of tools and Materials-20%

Effort and Ability-20%

Critique Grade – Analyzing and evaluating artwork through written and verbal responses.

Homework Grade – completing materials that reinforce concepts

Classwork Grade – working consistently and using time wisely in class

Accommodations/Modifications:

Use of visual aids, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
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- Grade content and mechanics separately for writing assignments.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.

Name: _____ Period: _____

Project Evaluation

*Project being evaluated:*_____

	Level 1 (10 pts)	Level 2 (15 pts)	Level 3 (18 pts)	Level 4 (20 points)	Score
Creativity and Originality	Lacks many design elements or interest. Has minimal additional features or copies the ideas of others. Not much attempt to show individuality.	Design lacks individuality. Has few details or is not appropriate for the form being expressed. Evidence of copying ideas.	Design is expressive; has some unique features but could have been pushed a little further.	Design is unique, and displays elements that are totally their own, Evidence of detail, pattern or unique applications. Experimentation/ Risk Taking.	
Craftsmanship/ Neatness	-Sloppy -Rushed -No evidence of caring except to complete it -unchallenging, boring uninspired	-Little care toward neatness -Poor communication of ideas.	- Add more to back ground - Add shading, color, shadow, texture - Add details/ textures - Darken areas for contrast/ shading	-Neat, Clean and pristine. - Good use of elements and principles of design.	
Work Ethic and Cooperation	Had difficulty listening & following directions. Disrespects others by causing a disruption in the classroom.	Sometimes listens & follows directions. Does not always show respect for others by following classroom rules.	Listens & follows directions. Shows respect for others by following classroom rules.	Listens & follows directions. Shows respect for others by following classroom rules. Shows initiative and leadership.	
Use of Materials, Tools, and Computer	Materials, tools, and computer are used inappropriately & foolishly.	Needed some reminding on proper material & computer care. Some inappropriate material & computer use.	Used materials, tools, and computer well. Needed few reminders on proper material & computer care.	Used materials, tools, and computer wisely. Shows respect for materials, tools, computers, and facility.	
Effort/ Production	Made little effort to meet goals. Very little accomplished during the period -Lack of risk or thought.	Made some effort toward goals. Needed much personal guidance -Too much empty space, needs more detail.	Used class time wisely. Successfully met expectations. Worked independently most of the time.	Put forth extra effort to be successful. Made quality use of class time. Independently completed a large amount of work.	
				Total:	