

Black Horse Pike Regional School District  
580 Erial Road, Blackwood, NJ 08012

# **Computer Graphics 1**

## **COURSE OF STUDY**

**Fine Arts Department**

Written by:

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Date:

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Supervisor:

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Approved by:

Marcie Geyer, Director of Curriculum & Instruction

# COMPUTER GRAPHICS 1

## SYLLABI

### Marking Period 1: Software Navigation and Tools

- Class and school procedures
- Care of equipment
- Computer processes and procedures
- Introduction to software and navigation
- Elements of Color, Line and Shape
- Introduction to Critique/Aesthetics
- Art History

### Marking Period 2: Elements of Art and Composition

- Elements of Texture, Space, Value and Form
- Introduction to Principles of Design
- Composition and design
- Text Headlines and Typography
- Critique/Aesthetics
- Art History

### Marking Period 3: Principles of Design and Photo Manipulation

- Further explore Elements of Art
- Further explore Principles of Design
- Composition and Layout
- Bodies of Text
- Critique/Aesthetics
- Introduction to Presentation of artwork
- Art History

### Marking Period 4: Conveying Meaning and Presentation

- Further explore Elements of Art
- Further explore Principles of Design
- Photo manipulation
- Critique/Aesthetics
- Presentation of artwork
- 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

Students interested in blending traditional art and design with computer skills will learn methods to personalize their own designs as well as prepare for a career in art. Software programs taught will be the same as those utilized in art colleges and by professional artists. Computer generated techniques as well as photographic image manipulation will be presented. Occasionally, students will also use hands of techniques. 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.

### GRADING SCALE

Projects/Tests	Classwork / Exercises	Critique/Homework	Total
50%	30%	20%	=100%
<ul style="list-style-type: none"> <li>● Total # of points earned on projects</li> <li>● # of assignments</li> <li>● The final grades for all Projects are worth 50% of total grade for the Marking Period.</li> </ul>	<ul style="list-style-type: none"> <li>● Each Week you will be given a possibility to earn points. If you choose not to work, points will be deducted from your classwork grade.</li> <li>● Total # of points earned on classwork and exercises</li> <li>● # of assignments</li> <li>● The final Class Work grade is worth 30% of total grade for the Marking Period.</li> </ul>	<ul style="list-style-type: none"> <li>● Total # of points earned on critiques/evaluations</li> <li>● # of assignments</li> <li>● The final Critique/Homework grade is worth 20% of total grade for the Marking Period.</li> </ul>	

**PART I: OVERVIEW/RATIONALE/SUMMARY (WHY)**

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b></p> <p>Computer Graphics I</p> <p>MP 1 - Software Navigation and Tools</p>	<p><b>Unit Summary:</b></p> <p>Students will be introduced to the basics of Adobe Illustrator or other web-based programs (ie. Gravit). Computer and software navigation in relation to individual projects will be introduced. Students will learn various techniques and applications of the elements of line, shape and color. Color will be addressed in relation to color modes in document set up, as well as how it can be applied to Line and Shape. First introducing Lines then progressing to Shape within various projects. Art History is introduced with a focus on these elements.</p>
<p><b>Grade Level(s):</b></p> <p>9-12</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● What is visual art?</li> <li>● What are the foundational elements of visual art?</li> <li>● How can technology be used as an artistic tool?</li> <li>● How does knowing the contexts, histories and traditions of art forms help us create works of art and design?</li> <li>● What is the value of engaging in the process of art criticism?</li> <li>● How do artists and designers care for and maintain materials, tools and equipment?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> <li>● Elements of Art and Principles of Design are the foundational elements of visual art.</li> <li>● Utilizing computer technology enhances the creative and artistic skills already envisioned with traditional methods.</li> <li>● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</li> <li>● People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>● Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.</li> </ul>

**PART II: TARGETS/GOALS/OUTCOMES (WHAT)**  
INSTRUCTIONAL STRATEGIES AND RESOURCES

Learning Target	NJSLs 2020
1. Use multiple approaches to begin creative endeavors.	1. 1.5.12prof.Cr1a
2. Engage in making a work of art or design without having a preconceived plan.	2. 1.5.12prof.Cr2a
3. Establish relevant criteria in order to evaluate a work of art or collection of works.	3. 1.5.12prof.Re9a
4. Hypothesize ways in which art influences perception and understanding of human experiences.	4. 1.5.12prof.Re7a
5. Demonstrate safe handling of materials, tools and equipment.	5. 1.5.12prof.Cr2b

**Interdisciplinary Connections:**

- **Math** - Incorporate rulers within computer program artboards and workspaces.
- **English** - Engage with front and typography within an artwork. Include artistic vocabulary in artist statements and project summaries.
- **History** - Introduce art styles, meaning and symbolism through exposure to relevant artworks.
- **Technology** - Use a combination of technological devices to enhance learning and interest in subject matter (Smartboard, LanSchool, Google Classroom, Screencastify, Adobe Suite CC, Web based programs).
- **Technology** - Students learn digital organization, keystrokes, printing and computer processes as well as saving and submitting digital work.
- **Intrapersonal Connections** - Allowing the students to incorporate their own creativity, ideas and personality into various works of art using color, line, and shape.

**Students will engage with the following text:**

Students will be exposed to different artists and art styles through various Teacher guided presentations, online tutorials, and current websites which provide the most up to date digital art.

## **Students will write:**

Activities reinforcing concepts and vocabulary.

- “Do Now,” “Warm up” or “Exit Slip” examples:
  - Identify tools utilized for stroke/line and fill/shape.
  - 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.
  - What tool/concepts do you need more help on?

Activities analyzing artwork based on the concepts and techniques introduced.

- Student Writing Assignment examples:
  - Student self-critiques
  - Artist statements
  - Written Critiques
  - Project Summaries

## **PART III: INSTRUCTIONAL STRATEGIES AND RESOURCES (HOW)**

### **HOW WILL STUDENTS UNCOVER CONTENT AND BUILD SKILLS?**

#### **Suggested Projects that use identified skills - Art Element Line/Shape/Color**

- **Shape Cartoons** - Use squares, ellipses, rounded rectangles and pathfinder to make vector cartoon characters in Adobe Illustrator. Use varying lines and shapes to define facial features.
- **Abstract Line Drawing** - Use Pencil and Pen tool to create organic and defined lines that break up a composition in an interesting way. Apply color based on a predetermined color palette.

#### **Suggested Projects that use identified skills - Computer Skills**

- **Computer Conventions** - Make new document folders and recognize navigation shortcuts.
- **Software Navigation** - Set up the workspace preferences specific to project needs including extra tools.
- **Online Tutorial** - Follow a tutorial to complete a color swatch grouping.

## **PART IV: EVIDENCE OF LEARNING**

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

### **Formative Assessments:**

- Students will earn class participation credit based on their effort and time management toward a project deadline.
  - Teacher monitored progress
- Teacher and student lead critiques will take place during the creation of projects to gauge the students’ choices in developing the elements and principles of design.

- Completion of project skill exercises and activities
  - Do Now's and Exit Slip's

### **Accommodations and Modifications:**

- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Use of visual aids such as whiteboard, printouts, Smartboard, computers 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
- 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 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.

### **Accommodations and Modifications:**

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- 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
  - 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 and Modifications:**

- Repeat and clarify directions
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**PART I: OVERVIEW/RATIONALE/SUMMARY (WHY)**

**WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

<p><b>Course/Unit Title:</b></p> <p>Computer Graphic Design 1</p> <p>MP 2 - Elements of Art and Composition</p>	<p><b>Unit Summary:</b></p> <p>Students will be introduced to various computer aided techniques, tools, and applications of the elements and principles of texture, space, value and form etc. Students will progress from focusing on individual Elements of Art, to combining them into a visually pleasing composition using the Principles of Design. Text will be introduced and manipulated. Art History is introduced with a focus on texture, space, value and form.</p>
<p><b>Grade Level(s): 9-12</b></p>	<p>Students will be introduced to various computer aided techniques, tools, and applications of the elements and principles of texture, space, value and form etc. Students will progress from focusing on individual Elements of Art, to combining them into a visually pleasing composition using the Principles of Design. Text will be introduced and manipulated. Art History is introduced with a focus on texture, space, value and form.</p>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● In what ways can the Elements of Art enrich artwork aesthetically?</li> <li>● How do understanding the Principles of Design enhance a visual composition?</li> <li>● How does collaboratively reflecting on a work help us experience it more completely?</li> <li>● How do artists and designers learn from trial and error?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● Visual arts influences understanding of and responses to the world.</li> <li>● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</li> <li>● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> </ul>

**PART II: TARGETS/GOALS/OUTCOMES (WHAT)**  
**INSTRUCTIONAL STRATEGIES AND RESOURCES**

<u>Learning Target</u>	<b>NJSLS 2020</b>
1. Document the process of developing ideas from early stages to fully elaborated ideas.	1. 1.5.12prof.Cn10a
2. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	2. 1.5.12prof.Cr1b
3. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	3. 1.5.12prof.Re8a
4. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.	4. 1.5.12prof.Cr3a
5. 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.	5. 1.5.12acc.Cr3a

**Interdisciplinary Connections:**

- **History** - Introduce Art styles, meaning and symbolism through exposure to relevant artworks.
- **English** - Engage with front and typography within an artwork. Include artistic vocabulary in artist statements and project summaries.
- **Technology** - Use a combination of technological devices to enhance learning and interest in subject matter (Smartboard, LanSchool, Google Classroom, Screencastify, Adobe Suite CC, Web based programs).
- **Technology** - Students learn digital organization, keystrokes, printing and computer processes as well as saving and submitting digital work.
- **Intrapersonal Connections** - Allowing the students to incorporate their own creativity, ideas and personality into various works of art using texture, space, and movement.
- **Interpersonal Connections** - Engage in small group and partner critiques.
- **Career** - Introduce and analyze Typography in Advertising as project examples

**Students will engage with the following text:**

Students will be exposed to different artists and art styles through various Teacher guided presentations, online tutorials, and current websites which provide the most up to date digital art.

**Students will write:**

Activities reinforcing concepts and vocabulary.

- “Do Now,” “Warm up” or “Exit Slip” 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-dimensional and 3-dimensional?

Activities analyzing artwork based on the concepts and techniques introduced.

- Student Writing Assignment examples:
  - Student self-critiques
  - Artist statements
  - Written Critiques
  - Project Summaries

### **PART III: INSTRUCTIONAL STRATEGIES AND RESOURCES (HOW)**

#### **HOW WILL STUDENTS UNCOVER CONTENT AND BUILD SKILLS**

##### **Suggested Projects that use identified skills - Texture/Space/Movement**

- **Exploding Space** - First using a variety of lines and shapes, design a space scene. Include perspective by varying the size of planets and stars. Then apply gradient mesh to planets for texture and 3D effects. Use the Width tool (ie. crystalize) to simulate an exploding texture to at least one planet.
- **Op Art** - create the illusion of texture, space and movement using line and shape on a 2-dimensional plane.
- **3D Typography** - following a tutorial, turn a 2D solid color word into a 3D textured word using Adobe Illustrator.

### **PART IV: EVIDENCE OF LEARNING**

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

#### **Formative Assessments:**

- Students will earn class participation credit based on their effort and time management toward a project deadline.
  - Teacher monitored progress
- Teacher and student lead critiques will take place during the creation of projects to gauge the students’ choices in developing the elements and principles of design.
- Completion of project skill exercises and activities
  - Do Now’s and Exit Slip’s

### **Accommodations and Modifications:**

- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Use of visual aids such as whiteboard, printouts, Smartboard, computers project samples
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- 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
- 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.

### **Accommodations and Modifications:**

- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Use of visual aids such as whiteboard, printouts, Smartboard, computers project samples
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### **Performance Assessments:**

- Project Grade - Completion of projects by deadlines.
  - Each project is graded on the following
  - 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 and Modifications:**

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**PART I: UNIT RATIONALE**

**WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

<p><b>Course/Unit Title:</b></p> <p>Computer Graphics I</p> <p>MP 3 - Principles of Design and Photo Manipulation</p>	<p><b>Unit Summary:</b></p> <p>In this Unit, students will be introduced to the software program Adobe Photoshop as well as other web-based programs (ie. Photopea). 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 photo manipulation projects based on Art History and current art trends. Students will incorporate bodies of text to applicable projects. In this unit students will begin choosing which pieces to present both physically and online.</p>
<p><b>Grade Level(s):</b> 9-12</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How do artists grow and become accomplished in art forms?</li> <li>● How does art help us understand the lives of people of different times, places and cultures?</li> <li>● How does making art attune people to their surroundings?</li> <li>● How does one determine criteria to evaluate a work of art?</li> <li>● How does knowing and using visual art vocabulary help us understand and interpret works of art?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time</li> <li>● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</li> <li>● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li> <li>● People evaluate art based on various criteria.</li> <li>● People gain insights into meanings of artworks by engaging in the process of art criticism.</li> </ul>

**PART II: TARGETS/GOALS/OUTCOMES (WHAT)**  
INSTRUCTIONAL STRATEGIES AND RESOURCES

<b>Learning Target.</b> <ol style="list-style-type: none"><li>1. Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</li><li>2. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings</li><li>3. Analyze, select and critique personal artwork for a collection or portfolio presentation.</li></ol>	NJSLS 2020: <ol style="list-style-type: none"><li>1. 1.5.12acc.Cr2a</li><li>2. 1.5.12prof.Pr6a</li><li>3. 1.5.12acc.Pr4a</li></ol>
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**Interdisciplinary Connections:**

- **Math** - Use ruler measurements for layout and sizing or artistic elements.
- **English** - Engage with front and typography within an artwork. Include artistic vocabulary in artist statements and project summaries.
- **History** - Introduce Art styles, meaning and symbolism through exposure to relevant artworks.
- **Science** - Evolution of artistic processes.
  - Example - Dodge & Burn tool understanding requires knowledge of Wet Film development, light sensitive paper and chemical needs to process film.
- **Technology** - Use a combination of technological devices to enhance learning and interest in subject matter (Smartboard, LanSchool, Google Classroom, Screencastify, Adobe Suite CC, Web based programs).
- **Technology** - Students learn digital organization, keystrokes, printing and computer processes as well as 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.
- **Interpersonal Connections** - Engage in small group and partner critiques.
- **Career** - Introduce and analyze Posters in advertising as project examples

**Students will engage with the following text:**

Students will be exposed to different artists and art styles through various Teacher guided presentations, online tutorials, and current websites which provide the most up to date digital art.

## **Students will write:**

Activities reinforcing concepts and vocabulary.

- “Do Now,” “Warm up” or “Exit Slip” examples:
  - What are some differences between Adobe Illustrator and Adobe Photoshop?
  - How and where do we see Photoshop and Illustrator being used in culture?
  - What is a pixel?

Activities analyzing artwork based on the concepts and techniques introduced.

- Student Writing Assignment examples:
  - Student self-critiques
  - Artist statements
  - Written Critiques
  - Project Summaries

## **PART III: INSTRUCTIONAL STRATEGIES AND RESOURCES (HOW)**

### **HOW WILL STUDENTS UNCOVER CONTENT AND BUILD SKILLS**

#### **Suggested Projects that use identified skills - Incorporating Elements and Principles of art in a Photoshop composition**

**Mr. Melonhead** - Use selection tools, layer masks, burn and dodge, and retouching to collage a face using only food items.

**Digital Painting** - Use selection tools and filters to collage an original landscape with foreground, middle ground and background. Then use brushes, eyedropper, color theory and layers to create a digital painting on top of this unique composition.

**Album Cover** - Copy Spotify and Apple Music branding to create an album cover. Using a square canvas, apply a gradient map and typography to an original photograph. Add shapes and apply opacity.

**Poster Design / Advertisement** - Incorporate various elements into a layout considering hierarchy of scale, color palette, font choice and more to draw viewer attention.



## **PART IV: EVIDENCE OF LEARNING**

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

### **Formative Assessments:**

- Students will earn class participation credit based on their effort and time management toward a project deadline.
- Teacher monitored progress
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- Completion of project skill exercises and activities
- Do Now's and Exit Slip's

### **Accommodations and Modifications:**

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- 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 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.

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### **Performance Assessments:**

- Project Grade - Completion of projects by deadlines.
  - Each project is graded on the following
  - Creativity/ Originality- 20%
  - Craftsmanship/ Neatness- 20%
  - Work Ethic/ Cooperation- 20%
  - Use of tools and materials- 20%
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- Critique Grade - Analyzing and evaluating artwork through written and verbal responses
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**PART I: OVERVIEW/RATIONALE/SUMMARY (WHY)**

**WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

<p><b>Course:</b> Computer Graphics I</p> <p>MP 4 - Conveying Meaning and Presentation</p>	<p><b>Unit Summary:</b></p> <p>Students will continue to build upon their application of the Elements and Principles of Art and Design through Adobe Photoshop and Illustrator or web based programs. Skills are accumulative and students will be able to apply anything learned throughout the year into their artwork. Students will focus on conveying meaning within their pieces. Art History will continue to be utilized to enhance understanding of projects. In this unit students will begin presenting their artwork both physically and online.</p>
<p><b>Grade Level(s): 9-12</b></p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● What factors prevent or encourage people to take creative risks?</li> <li>● How do artists and designers create works of art or design that effectively communicate?</li> <li>● What criteria, methods and processes are used to select work for preservation or presentation?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>● People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</li> <li>● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.</li> </ul>

**PART II: TARGETS/GOALS/OUTCOMES (WHAT)**

**INSTRUCTIONAL STRATEGIES AND RESOURCES**

Learning Target	NJSIs 2020
<ol style="list-style-type: none"> <li>1. Analyze, select and curate artifacts and/or artworks for presentation and preservation.</li> <li>2. Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</li> <li>3. Redesign an object, system, place, or design in response to contemporary issues.</li> <li>4. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</li> </ol>	<ol style="list-style-type: none"> <li>1. 1.5.12prof.Pr4a</li> <li>2. 1.5.12acc.Pr5a</li> <li>3. 1.5.12acc.Cr2c</li> <li>4. 1.5.12adv.Cr2c</li> </ol>

### Interdisciplinary Connections:

- **Math** - Use ruler measurements for layout and sizing or artistic elements.
- **English** - Engage with front and typography within an artwork. Include artistic vocabulary in artist statements and project summaries.
- **History** - Introduce Art styles, meaning and symbolism through exposure to relevant artworks.
- **Technology** - Use a combination of technological devices to enhance learning and interest in subject matter (Smartboard, LanSchool, Google Classroom, Screencastify, Adobe Suite CC, Web based programs).
- **Technology** - Students learn digital organization, keystrokes, printing and computer processes as well as 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 presentations, online tutorials, and current websites which provide the most up to date digital art.

### Students will write:

- Activities reinforcing concepts and vocabulary.
- “Do Now,” “Warm up” or “Exit Slip” examples:
    - What projects are you most proud of this year?
    - What skills and tools do you feel most confident in using?
    - How does critique from your classmates help you refine and revise?
    - Find an Advertisement that you have recently seen that grabbed your attention.
- Activities analyzing artwork based on the concepts and techniques introduced.
- Student Writing Assignment examples:
    - Student self-critiques
    - Artist statements

- Written Critiques
- Project Summaries

### **PART III: INSTRUCTIONAL STRATEGIES AND RESOURCES (HOW)**

#### **HOW WILL STUDENTS UNCOVER CONTENT AND BUILD SKILLS**

- **Suggested Projects that use identified skills - Redesign and Conveying Meaning**
  - Surrealism - Design a personally meaningful composition that tells a story using qualities of surrealism and dream-like images.
  - Pop Art - Andy Warhol inspired color schemes and patterns
  - Logo Design - Create a logo design combining images, text, and meaning using desired mediums.
  - 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.
- **Suggested Projects that use identified skills - Curating and Presentation**
  - Class Critique - Utilize a whole class critique to help select artworks for presentation
  - School Art Show - Select, Prepare, Present, Celebrate Accomplishments

### **PART IV: EVIDENCE OF LEARNING**

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

#### **Formative Assessments:**

- Students will earn class participation credit based on their effort and time management toward a project deadline.
- Teacher monitored progress
- Teacher and student lead critiques will take place during the creation of projects to gauge the students' choices in developing the elements and principles of design.
- Completion of project skill exercises and activities
- Do Now's and Exit Slip's

#### **Accommodations/Modifications:**

- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Use of visual aids such as whiteboard, printouts, Smartboard, computers 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
- 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 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.

### **Accommodations/Modifications:**

- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
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### **Performance Assessments:**

- Project Grade - Completion of projects by deadlines.
  - Each project is graded on the following
  - 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, printouts, Smartboard, computers project samples
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Category	20 Points	15 Points	10 Points	0 Points	Student	Teacher
<b>Time / Effort</b> <b>Classroom Expectations</b>	<ul style="list-style-type: none"> <li>Class time was used wisely and independently to complete a large amount of work.</li> <li>Much time and effort went into the planning and design of the artwork.</li> <li>Student put forth extra effort to be successful.</li> <li>Met all classroom expectations.</li> <li>Used materials, tools, and computers wisely with respect.</li> </ul>	<ul style="list-style-type: none"> <li>Class time was used wisely and the student worked independently most of the time.</li> <li>Put in effort to meet goals during the class period.</li> <li>Student may have needed a reminder.</li> <li>Met classroom expectations most of the time.</li> <li>Used materials, tools, and computer well.</li> </ul>	<ul style="list-style-type: none"> <li>Class time was not always used wisely and independently.</li> <li>Made some effort to meet goals during the class period.</li> <li>Student needed some reminders.</li> <li>Occasionally had difficulty meeting classroom expectations.</li> <li>Needed some reminding on proper material &amp; computer care.</li> </ul>	<ul style="list-style-type: none"> <li>Class time was not used wisely</li> <li>Put in little to no effort to meet goals.</li> <li>Very little was accomplished during the class period.</li> <li>Often needed reminders.</li> <li>Had difficulty listening &amp; following directions.</li> <li>Disrespects others by causing a disruption in the classroom.</li> <li>Materials, tools, and computers are used inappropriately &amp; foolishly.</li> </ul>		
<b>Technique / Tools</b>	Student shows mastery of the learned technique and tools in his/her artwork.	Student shows a good understanding of the technique and tools in his/her artwork.	Student shows little understanding of the technique and tools in his/her artwork.	Student shows no understanding of the technique in his/her artwork.		
<b>Craftsmanship</b>	<ul style="list-style-type: none"> <li>Student artwork was extremely well organized, not sloppy, thought out and neatly presented.</li> <li>Good use of elements and principles of design.</li> </ul>	<ul style="list-style-type: none"> <li>Student artwork was mostly well organized, thought out and neatly presented.</li> <li>Needs to add or change minor details.</li> </ul>	<ul style="list-style-type: none"> <li>Student artwork needs improvement on presentation.</li> <li>Needs to add or change elements of the design.</li> <li>Little care toward neatness.</li> </ul>	<ul style="list-style-type: none"> <li>Student artwork was disorganized and sloppy.</li> <li>Rushed or little evidence of caring.</li> </ul>		
<b>Composition</b> <hr/> Elements of Art and Principles of Design	<ul style="list-style-type: none"> <li>Applies design principles with high degree of skill.</li> <li>Elements and principles inter-relate well to create an aesthetically interesting and impactful composition.</li> <li>Demonstrates</li> </ul>	<ul style="list-style-type: none"> <li>Applies design principles with good degree of skill.</li> <li>Most or some elements and principles interrelate well to create an aesthetically interesting composition.</li> <li>Demonstrates Elements of art.</li> </ul>	<ul style="list-style-type: none"> <li>Attempted to apply design principles, but may lack understanding. It negatively affects work.</li> <li>Few elements and principles interrelate well.</li> <li>Composition or image choice could be improved.</li> <li>Lacks the ability</li> </ul>	<ul style="list-style-type: none"> <li>Little attempt to apply design principles.</li> <li>Elements do not appear to relate.</li> <li>Lacks visual interest or impact.</li> <li>Does not use Elements of art.</li> </ul>		



	Elements of art successfully.		to use Elements of art successfully.			
<b>Creativity and Originality</b>	<ul style="list-style-type: none"> <li>• Design is unique, and displays elements that are totally their own.</li> <li>• The student's personality/ voice comes through.</li> <li>• Experimentation/ Risk Taking.</li> </ul>	<ul style="list-style-type: none"> <li>• Design has some unique features but could have been pushed a little further.</li> <li>• Student has taken the technique being studied and has used source material as a starting place.</li> <li>• The student's personality comes through in parts of the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Design lacks Individuality.</li> <li>• Has few details.</li> <li>• May not be appropriate for the form being expressed.</li> <li>• Evidence of copying ideas.</li> <li>• The student has done the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has not made much attempt to meet the requirements of the assignment.</li> <li>• Copies ideas of others.</li> <li>• No individuality.</li> </ul>		
				Total Score:		

# Computer Graphics Rubric

Category	20 Points	15 Points	10 Points	0 Points	Student	Teacher
<b>Time / Effort</b>  <b>Classroom Expectations</b>	<ul style="list-style-type: none"> <li>Class time was used wisely and independently to complete a large amount of work.</li> <li>Much time and effort went into the planning and design of the artwork.</li> <li>Student put forth extra effort to be successful.</li> <li>Met all classroom expectations.</li> <li>Used materials, tools, and computers wisely with respect.</li> </ul>	<ul style="list-style-type: none"> <li>Class time was used wisely and the student worked independently most of the time.</li> <li>Put in effort to meet goals during the class period.</li> <li>Student may have needed a reminder.</li> <li>Met classroom expectations most of the time.</li> <li>Used materials, tools, and computer well.</li> </ul>	<ul style="list-style-type: none"> <li>Class time was not always used wisely and independently.</li> <li>Made some effort to meet goals during the class period.</li> <li>Student needed some reminders.</li> <li>Occasionally had difficulty meeting classroom expectations.</li> <li>Needed some reminding on proper material &amp; computer care.</li> </ul>	<ul style="list-style-type: none"> <li>Class time was not used wisely</li> <li>Put in little to no effort to meet goals.</li> <li>Very little was accomplished during the class period.</li> <li>Often needed reminders.</li> <li>Had difficulty listening &amp; following directions.</li> <li>Disrespects others by causing a disruption in the classroom.</li> <li>Materials, tools, and computers are used inappropriately &amp; foolishly.</li> </ul>		
<b>Technique / Tools</b>	<ul style="list-style-type: none"> <li>Student shows mastery of the learned technique and tools in his/her artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Student shows a good understanding of the technique and tools in his/her artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Student shows little understanding of the technique and tools in his/her artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Student shows no understanding of the technique in his/her artwork.</li> </ul>		
<b>Craftsmanship</b>	<ul style="list-style-type: none"> <li>Student artwork was extremely well organized, not sloppy, thought out and neatly presented.</li> <li>Good use of elements and principles of design.</li> </ul>	<ul style="list-style-type: none"> <li>Student artwork was mostly well organized, thought out and neatly presented.</li> <li>Needs to add or change minor details.</li> </ul>	<ul style="list-style-type: none"> <li>Student artwork needs improvement on presentation.</li> <li>Needs to add or change elements of the design.</li> <li>Little care toward neatness.</li> </ul>	<ul style="list-style-type: none"> <li>Student artwork was disorganized and sloppy.</li> <li>Rushed or little evidence of caring.</li> </ul>		
<b>Composition</b>  Elements of Art and Principles of Design	<ul style="list-style-type: none"> <li>Applies design principles with high degree of skill.</li> <li>Elements and principles inter-relate well to create</li> </ul>	<ul style="list-style-type: none"> <li>Applies design principles with good degree of skill.</li> <li>Most or some elements and principles interrelate well to create an</li> </ul>	<ul style="list-style-type: none"> <li>Attempted to apply design principles, but may lack understanding. It negatively affects work.</li> <li>Few elements and principles</li> </ul>	<ul style="list-style-type: none"> <li>Little attempt to apply design principles.</li> <li>Elements do not appear to relate.</li> <li>Lacks visual interest or impact.</li> <li>Does not use</li> </ul>		

	<p>an aesthetically interesting and impactful composition.</p> <ul style="list-style-type: none"> <li>• Demonstrates Elements of art successfully.</li> </ul>	<p>aesthetically interesting composition.</p> <ul style="list-style-type: none"> <li>• Demonstrates Elements of art.</li> </ul>	<p>interrelate well.</p> <ul style="list-style-type: none"> <li>• Composition or image choice could be improved.</li> <li>• Lacks the ability to use Elements of art successfully.</li> </ul>	<p>Elements of art.</p>		
<b>Creativity and Originality</b>	<ul style="list-style-type: none"> <li>• Design is unique, and displays elements that are totally their own.</li> <li>• The student's personality/ voice comes through.</li> <li>• Experimentation/ Risk Taking.</li> </ul>	<ul style="list-style-type: none"> <li>• Design has some unique features but could have been pushed a little further.</li> <li>• Student has taken the technique being studied and has used source material as a starting place.</li> <li>• The student's personality comes through in parts of the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Design lacks Individuality.</li> <li>• Has few details.</li> <li>• May not be appropriate for the form being expressed.</li> <li>• Evidence of copying ideas.</li> <li>• The student has done the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has not made much attempt to meet the requirements of the assignment.</li> <li>• Copies ideas of others.</li> <li>• No individuality.</li> </ul>		
				Total Score:		