

Computer Graphic Design 2

Course of Study

Black Horse Pike Regional School District

Department: Fine Art

Prepared by: Karen Georgianna, Rachelle Omenson and Alyson Smith

Approved by: Glenn Smith

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
Highland Timber Creek Triton
Business Department
COMPUTER GRAPHIC DESIGN 2
SYLLABI

Line and Shape, Marking Period 1:

- Safety procedures
- Care of equipment
- Class procedures/school procedures
- Advanced Concepts and Projects Incorporating the Element of Line
- Introduction to Critique/Aesthetics
- Advanced Concepts and Projects Incorporating the Element of Shape
- Art History

Texture, Space and Movement, Marking Period 2:

- Advanced Concepts and Projects Incorporating the Element of Texture
- Advanced Concepts and Projects Incorporating the Element of Space
- Advanced Concepts and Projects Incorporating the Principle of Movement
- Critique/Aesthetics
- Art History

Value and Color, Marking Period 3:

- Advanced Concepts and Projects Incorporating the Element of Value
- Advanced Concepts and Projects Incorporating the Basics of the Element of Color
- Critique/Aesthetics
- Art History

Color and Design, Marking Period 4:

- Advanced Concepts and Projects Exploring the Element of Color further
- Advanced Concepts and Projects Incorporating the 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 2– 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%
<p>Total # of points earned on projects</p> <hr/> <p># of assignments</p> <p>The final grades for all Projects are worth 50% of total grade for the Marking Period.</p>	<p>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.</p> <p>The final Class Work grade is worth 30% of total grade for the Marking Period.</p>	<p>Total # of points earned on critiques/evaluations</p> <hr/> <p># of assignments</p> <p>The final Critique grade is worth 10% of total grade for the Marking Period.</p>	<p>Total # of points earned on homework/references/prep</p> <hr/> <p># of assignments</p> <p>The final Homework Grade is worth 10% of total grade for the Marking Period.</p>	

Black Horse Pike Regional School District Curriculum Template

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 Graphics II MP 1 – Line & Shape	Unit Summary: Students will be re-introduced to various techniques and applications of the elements of line and shape. Students will sharpen Adobe Photoshop and Illustrator skills before embarking on more conceptual projects.
Grade Level(s): 11-12	Technology/Equipment rules and Computer program conventions are re-examined with relation to individual projects and classroom safety.
Essential Question(s): In what ways has line been used in art throughout history? How does an artist depict space? What strategies evoke strong design?	Enduring Understanding(s): <ul style="list-style-type: none">• Students will re-examine line as a basic element of art that is essential to sequential learning.• Students will utilize compositional strategies along with developing concepts critical to design.* 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

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Students will utilize visual elements and principles to create successful design .	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. Identify and interpret how the direction, movement and positioning of line can evoke moods, energy and impact in artistic works.	3. 1.3.12.D.2
4. Students will participate in critique of work produced	

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:
-What tools do you remember from previous year?
-What tools utilize and change the stroke/line and fill/shape?
-Goals for the future using technology and design.
- How-to tutorial in either Illustrator or Photoshop
-A headline from a current event.
-List as many logos as possible in two minutes.

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

Poster Creation-Use newspaper headline to create a Public Service Announcement to show knowledge of typography and c.r.a.p. methods.

2D design: Use Adobe Illustrator to choose a letter or symbol and combine it with a phrase for T-shirt design. i.e: [www. Ugmonk.com](http://www.Ugmonk.com)

Book Cover Design: Re-design a classic book cover and make it contemporary but convey needed information.

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
- 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

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
- 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

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Computer Graphic Design II MP 2 – Adobe Illustrator, Texture, Space, & Movement</p>	<p>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.</p>
<p>Grade Level(s): 10-12</p>	
<p>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?</p>	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • 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 computer-aided 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

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>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.</p>	<p>1. 1.1.12.D.1 2. 1.1.12.D.2</p>
<p>2. Define, identify, analyze and interpret the incorporation of texture, space, and movement in artistic works throughout history.</p>	<p>3. 1.3.12.D.2</p>
<p>3. Identify and interpret how texture, space, and movement can evoke interest, energy and impact in artistic works.</p>	

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 PowerPoints, worksheets, tutorials, webquests, websites, hyperlinks, 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.
Do Now/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-dimensional and 3-dimensional?
-Use the tools introduced in Illustrator to create the illusion of space.
-Analyze the following artwork and describe how the artist created the illusion of movement.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Art Element Texture

Suggested Projects that use identified skills

Brushes and Gradients- Create brushes and gradients that mimic metal, wood, or textured products.

Typography Portraits- Using fonts to design portraits incorporating textures, features, and shape.

Tessellations- Computer-aided creation of the illusion of actual texture on a 2-dimensional plane.

Social Issues: Propaganda, Communication, Information- Using the live trace method to transform images and textures that communicate a message without text.

Art Element Space

Suggested Projects that use identified skills

Social Issues: Propaganda, Communication, Information- Use negative space to stress positive imagery that communicates a message without text.

Holiday Card- Create a greeting card that depicts winter scenes incorporating one and two point perspective and seasonal imagery creating the illusion of space on a 2-D surface.

Optical Illusions: MC Escher– Use computer-aided techniques to create designs that give the illusion of deep space.

Gradient Mesh Fruit- Using the gradient mesh tool in Adobe Illustrator to create simulated 3D imagery of various fruit.

Art Principle of Movement

Suggested Projects that use identified skills

Op Art- Create the illusion of movement using Computer aided techniques.

Comic Strip/Graphic Novels- Portray movement through a series of scenes that create a story line.

Typography- Phrases written in Illustrator using correct font style to portray correct emotion, color, texture, movement, and meaning for phrase.

Holiday Card- Create a greeting card that depicts winter scenes incorporating one and two point perspective and seasonal imagery creating the illusion of space and movement on a 2-D surface.

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 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:

[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
 - 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

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
 - 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

Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS FOSTERING ACHIEVEMENT CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course: Computer Graphics II MP3: Photoshop Skill development</p>	<p>Unit Summary:</p> <ul style="list-style-type: none"> In this Unit, students will review the software program Adobe Photoshop. Students will use their prior knowledge of Adobe Illustrator and Adobe Photoshop to create projects with 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. Students will further their skills and fluency of this program.
<p>Grade Level(s): 10-12</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> -What is Photoshop's place in Fine Art and Art History? -How can Photoshop be used to create advanced projects for Computer Graphics? -How has Photoshop impacted Graphic Design, Computer Graphics and artistic editing processes? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> Navigation and tools usage- This lesson reinforces students' ability to familiarize themselves and gain fluency with the software program Adobe Photoshop. They will continue to develop their skills 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 continue to learn skills to teach themselves to adapt artistically to new tools and programs in a creative and explorative art form. Creation- This unit will reexamine ways 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

Learning Target

<p>Learning Target.</p> <ol style="list-style-type: none"> Students will use the school provided computers and Adobe Photoshop to create original works of art. 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. 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. 	<p><u>NJCCCS or CCS</u></p> <ol style="list-style-type: none"> 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

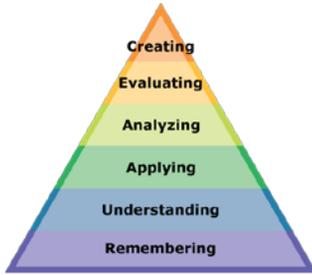
- **Lessons:**

- 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 gauge 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
- 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

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
- 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

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Computer Graphics II/ MP 4 – Color, Form, & Design Concepts</p>	<p>Unit Summary: Students will be re-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 continues to be stressed with a focus on previous Color, Form, and Design Concepts.</p>
<p>Grade Level(s): 10-12</p>	<p>Technology/Equipment rules and Computer program conventions are explained with relation to individual projects and classroom safety.</p>
<p>Essential Question(s): In what ways can the element of color enrich artwork aesthetically? 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?</p>	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • 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

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
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 Design 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.

How will students uncover content and build skills.

Art Element Color

Suggested Projects that use identified skills

Color Themes- Use color theory to design pen tool portraits in analogous and complementary schemes.

Poster Design – Design a social issue related poster using previously learned skills including pen tool, live trace and typography where color is the main contrasting element.

Branding Color–Looking at product websites, design a website layout in an online website program using appropriate color schemes for different demographics. Use Kuler.com to create custom color themes.

Art Principles of Design

Suggested Projects that use identified skills

Fabric Design – Use illustrator to explore pattern mixed with color. Design a design which can be repeated to create an aesthetically pleasing fabric pattern. Choose background color which enhances design and upload to Spoonflower.com to make actual fabric.

3D package design – Define a product with a logo, a business card, a website (using weebly.com) and an actual package.

Independent Study – Your choice. Student will choose a favorite design period or tool and create series of pieces utilizing that choice.

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
- 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

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
- 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.

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:					