

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

Computer Graphics 2

COURSE OF STUDY

Fine Arts Department

Written by:
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Date:
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Approved by:
Marcie Geyer, Director of Curriculum & Instruction

COMPUTER GRAPHICS DESIGN 2 SYLLABUS

Shape, Color and Line, Marking Period 1:

- Review of Safety Procedures
- Review of Care of Equipment
- Review of class procedures/school procedures
- Review of Software Navigation
- Advanced Concepts and Projects Incorporating the Elements of Shape, Color, and Line
- Critique/Aesthetics
- Art History

Texture, Space & 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, Color Schemes, Typography, and Modern Art History, Marking Period 3:

- Advanced Concepts and Projects Incorporating the Element of Value
- Advanced Concepts and Projects Incorporating the Effects of Color Schemes
- Advanced Concepts and Projects Incorporating Text and Typography
- Critique/Aesthetics
- Modern Art History

Color Theory, Form & Design Concepts, Photo Manipulation, Art Show Exhibition, Marking Period 4:

- Advanced Concepts and Projects Exploring Color Theory
- Advanced Concepts and Projects Incorporating Form and Design Concepts
- Advanced Concepts and Projects Incorporating Photo Manipulation
- Art Show Exhibition
- 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 11-12

This course is for students who wish to continue to develop their artistic abilities and blend Traditional Art & Design with Computer Skills. They will continue to learn how to create original works of Computer Generated Artwork and build a Digital Portfolio to pursue a Career in Art. The Software used will be the same as utilized within Art Colleges and by Professional Artists. Students will learn Advanced Computer Generated Drawing Techniques as well as Advanced Photographic Image Manipulation. Students will be introduced to a variety of Artists and will explore how Art impacts Mass Culture and Media.

GRADING SCALE

Projects/ Tests	Classwork / Participation	Critique/ Homework	Total
50%	30%	20%	= 100%
Total # of points earned on projects # of assignments The final grades for all Projects / Tests 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 / participation grade. The final Classwork / Participation grade is worth 30% of total grade for the Marking Period.	Total # of points earned on critiques/ homework # of assignments The final Critique grade is worth 20% of total grade for the Marking Period.	Total Grade = The final grade is the combined # of points earned on Projects/Tests, Classwork/Participation, and Critique / Homework for the Marking Period.

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?

Course/Unit Title: Computer Graphics II MP 1 – Adobe Illustrator /Photoshop/and or Web-based Programs, Shape, Color, & Line	Unit Summary: Students will be introduced to various advanced techniques and applications of the elements of shape, color & line. Students will sharpen Adobe Photoshop and Illustrator skills and/or Web-based Vector and Raster programs re-embarking on additional conceptual projects. Technology/Equipment rules and Computer program conventions are re-examined with relation to individual projects and classroom safety.
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Grade Level(s): 11 - 12	
Essential Question(s): <ul style="list-style-type: none"> • In what ways has line, shape, and color been used in art throughout history? • How does color impact composition and incorporate meaning? • What strategies and techniques evoke strong design? 	Enduring Understanding(s): <ul style="list-style-type: none"> • Students will re-examine Shape, Color, and Line as basic elements of art that are essential for sequential learning. • Students will utilize compositional strategies along with developing concepts critical to design. * Utilizing computer technology enhances the creative and artistic skills envisioned with traditional methods. * Exploring Color and the impact it creates within a composition while expanding on aesthetic and symbolic meaningful connections.

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

After each target, identify the NJSL Standards that are applicable

Learning Target	NJSLS STANDARDS
1. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	1. 1.5.12acc.Cr1b
2. Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	2. 1.5.12acc.Cr2a
3. Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	3. 1.5.12adv.Cr2a
4. Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.	4. 1.5.12adv.Cn10a
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:

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 Shape, Color, and Line.
Technology-Use a combination of technological devices to enhance learning and interest in subject matter. (Smartboard, Google Suite, Adobe Suite CC, Web-based programs,

Screencastify Demo Videos)

Students will engage with the following text:

Students will be exposed to different artists and art styles through various Teacher-Guided Presentations, Online tutorials, Virtual Museum Tours, YouTube, and a myriad of sources 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 the previous year?
- What tools utilize and change the stroke/line and fill/shape?
- Goals for the future using technology and design.
- Demonstration tutorials in Adobe and/or Web-based Vector/Raster Programs.
- 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 Elements of Shape, Line, and Color

Suggested Projects that use identified skills

Poster Creation - Use theme provided by Cabrini College Poster Contest to create a Poster while demonstrating knowledge of Adobe/Web-based Programs, Typography, and C.R.A.P. methods.

2D design: Use Adobe/Web-based Programs to choose a letter or symbol and combine it with a phrase for T-shirt design. i.e: 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 or Teacher Created Demonstration Videos - Follow a Demonstration Video to complete a specific project.

Online Portfolio - Create a Website/Digital Portfolio.
i.e: www.Wix.com

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 and/or the completion of projects to gauge the students' choices in developing the elements and principles of design.

Accommodations/Modifications:

- Use of visual aids, such as whiteboard, projector, Smartboard, project samples, instructional demonstration videos.
- 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 a 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 the 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 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 basis.

Accommodations/Modifications:

- Use of visual aids, such as whiteboard, projector, Smartboard, project samples, instructional demonstration videos.
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- Provide activities for students during free time.
- Preferential seating near the 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](#):

Time / Effort - 20%

Technique / Tools - 20%

Craftsmanship - 20%

Composition / Elements and Principles - 20%

Creativity and Originality - 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, instructional demonstration videos.
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New
8/2022

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/Unit Title: Computer Graphics Design II MP 2 – Adobe Illustrator/Photoshop and/or Web-based Programs, Texture, Space, & Movement</p>	<p>Unit Summary: Students will be introduced to various advanced computer aided techniques, tools, and applications of the elements and principles of texture, space, and movement. First, reviewing and introducing advanced tools in Illustrator/web-based vector programs 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): 11 - 12</p>	

<p>Essential Question(s):</p> <ul style="list-style-type: none"> • 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>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 and color to enhance the illusion of depth. • Movement helps to create a dynamic interest within a work of art.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSL Standards that are applicable

<u>Learning Target</u>	<u>NJSLS STANDARDS</u>
1. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	1. 1.5.12acc.Cr1b
2. Analyze, select and critique personal artwork for a collection or portfolio presentation.	2. 1.5.12acc.Pr4a
3. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	3.1.5.12adv.Re8a
4. Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.	4. 1.5.12adv.Cn10a
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:

<p><u>Math</u>- incorporate rulers within computer program artboards and workspaces.</p> <p><u>History</u>- Introduce Art styles, meaning and symbolism through exposure to relevant artworks.</p> <p><u>Intrapersonal Connections</u>- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using Shape, Color, and Line.</p> <p><u>Technology</u>- Use a combination of technological devices to enhance learning and interest in</p>

subject matter. (Smartboard, Google Suite, Adobe Suite CC, Web-based programs, Screencastify Demo Videos)

Students will engage with the following text:

Students will be exposed to different artists and art styles through various Teacher-Guided Presentations, Online tutorials, Virtual Museum Tours, YouTube, and a myriad of sources 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 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

Possible 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 simulated 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

Possible 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

Possible 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 storyline.

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:

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

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Accommodations/Modifications:

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- Provide activities for students during free time.
- Preferential seating near the 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 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 basis.

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Performance Assessments:

Project Grade – completion of projects by deadlines

Each project graded on the following [Project Rubric](#):

Time / Effort - 20%

Technique / Tools - 20%

Craftsmanship - 20%

Composition / Elements and Principles - 20%

Creativity and Originality - 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

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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</p> <p>MP3: Adobe Illustrator/Photoshop/and or Web-based Program Skill development/Value, Color Schemes, and Modern Art History.</p>	<p>Unit Summary:</p> <p>In this Unit, students will continue to develop skills using Adobe Illustrator, Photoshop, and/or Web-based Vector and Raster Programs. Students will use their prior knowledge to create projects where tools and skills are cumulative and each lesson builds upon previous lessons. While keeping the Art Elements and Principles in mind; students will create projects incorporating Value and Color Schemes. They will explore Modern Art History and current art trends. Students will further their skills and fluency navigating a variety of programs simultaneously.</p>
<p>Grade Level(s): 11 - 12</p>	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • <u>Navigation and tools usage</u>- This lesson reinforces students' ability to familiarize themselves and gain fluency with the Adobe software programs and/or Web-Based Vector and Raster Programs. They will continue to develop their skills to navigate the systems 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. • <u>Technology fluency</u>- 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. The inclusion of Web-based programs gives all students the ability to continue to develop their artistic skills beyond the classroom. • <u>Creation</u>- This unit will re examine ways to navigate and use a variety of Raster and Vector programs. They will apply these skills and tools to create visual art while exploring the Element of Value and Color Schemes.
<p>Essential Question(s):</p> <p>-What is Photoshop and Photo Editing software's place in Fine Art and Art History?</p> <p>-How can Vector and Raster Software Programs be used to create advanced projects for Computer Graphics incorporating Value and Color Schemes?</p> <p>-How has Photo Manipulation Software impacted Graphic Design, Computer Graphics, and artistic editing processes?</p>	

<u>Learning Target</u>	NJSLS STANDARDS
1. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.	1. 1.5.12adv.Cr1b
2. Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	2. 1.5.12acc.Cr2a
3. Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	3. 1.5.12adv.Cr3a
4. Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	4. 1.5.12adv.Pr4a
5. Make, explain and justify connections between artists or artwork and social, cultural and political history.	5. 1.5.12acc.Pr6a
6. Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.	6. 1.5.12acc.Re7b

Interdisciplinary 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 Shape, Color, and Line.
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- 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 (Vector) and Adobe Photoshop (Raster) programs?
- 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:**

Color Theory
 Craftsmanship
 Navigation
 Filters
 Brushes
 Advanced Selection Tools
 Healing Brush
 Shortcuts

• **Lessons:**

Arcimbaldo
 Pop Art
 Retouching
 Branding
 Collage
 Advertisement
 Packaging
 Shortcuts

• **Materials:**

Computers
 Smartboard
 Google Classroom
 Printers

Adobe Suite
Web-based Vector and Raster Programs
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:

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Summative Assessments:

At the end of each Major Assessment a critique will be held in the classroom where all projects will be 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 basis.

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Performance Assessments:

Project Grade – completion of projects by deadlines

Each project graded on the following [Project Rubric](#):

Time / Effort - 20%

Technique / Tools - 20%

Craftsmanship - 20%

Composition / Elements and Principles - 20%

Creativity and Originality - 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

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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/Unit Title: Computer Graphics II</p> <p>MP 4 – Adobe Illustrator/Photoshop and/or Web-based Programs, Color Theory, Form, Design Concepts, & Art Show Exhibition</p>	<p>Unit Summary: Students will be introduced to various advanced techniques and mediums. They will utilize previously introduced Color theory and incorporate Form and Design Concepts within various projects. Art History continues to be stressed with a focus on Color Theory, Form, and Design Concepts. Advanced Technology/Equipment usage and Advanced Computer program navigation are explored. The culmination of course projects are printed, matted, and displayed for a community exhibition.</p>
<p>Grade Level(s): 10 - 12</p>	

<p>Essential Question(s):</p> <ul style="list-style-type: none"> • In what ways can Color Theory and the element of color be utilized to 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? • What impact does the exhibition of Art have on a school community? 	<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. • Select, Prepare, Print, Matte, and Display Completed Art Projects for a Fine Art Exhibition.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLs that are applicable

Learning Target	NJSLS STANDARDS
1. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	1. 1.5.12acc.Cr1b
2. Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	2. 1.5.12adv.Cr2a
3. Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	3. 1.5.12adv.Cr3a
4. Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	4. 1.5.12adv.Pr4a
5. Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.	5. 1.5.12acc.Pr5a

Interdisciplinary 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 Shape, Color, and Line.

Technology-Use a combination of technological devices to enhance learning and interest in subject matter. (Smartboard, Google Suite, Adobe Suite CC, Web-based programs, Screencastify Demo Videos)

Students will engage with the following text:

Students will be exposed to different artists and art styles through various Teacher-Guided Presentations, Online tutorials, Virtual Museum Tours, YouTube, and a myriad of sources 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:

- Explain how color themes and the color wheel can 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?

- Student skills demonstrated, applied and assessed:

Art Element Color

Possible 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

Possible 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.

Board Game Design and 3D Game Piece Design - Design a Board Game with Concept, Board Design, and Game Pieces for 3D printing.

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 and/or the completion 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, instructional demonstration videos.
- 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 a 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 the 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](#):

Time / Effort - 20%

Technique / Tools - 20%

Craftsmanship - 20%

Composition / Elements and Principles - 20%

Creativity and Originality - 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, instructional demonstration videos.
- 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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- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near the area of instruction.
- Provide individual or small group instruction when possible.

Category	20 Points	15 Points	10 Points	0 Points	Student	Teacher
Time / Effort Classroom Expectations	<ul style="list-style-type: none"> • Class time was used wisely and independently to complete a large amount of work. • Much time and effort went into the planning and design of the artwork. • Student put forth extra effort to be successful. • Met all classroom expectations. • Used materials, tools, and computers wisely with respect. 	<ul style="list-style-type: none"> • Class time was used wisely and the student worked independently most of the time. • Put in effort to meet goals during the class period. • Student may have needed a reminder. • Met classroom expectations most of the time. • Used materials, tools, and computer well. 	<ul style="list-style-type: none"> • Class time was not always used wisely and independently. • Made some effort to meet goals during the class period. • Student needed some reminders. • Occasionally had difficulty meeting classroom expectations. • Needed some reminding on proper material & computer care. 	<ul style="list-style-type: none"> • Class time was not used wisely • Put in little to no effort to meet goals. • Very little was accomplished during the class period. • Often needed reminders. • Had difficulty listening & following directions. • Disrespects others by causing a disruption in the classroom. • Materials, tools, and computers are used inappropriately & foolishly. 		
Technique / Tools	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.		
Craftsmanship	• Student	• Student artwork	• Student artwork	• Student artwork		

	<p>artwork was extremely well organized, not sloppy, thought out and neatly presented.</p> <ul style="list-style-type: none"> • Good use of elements and principles of design. 	<p>was mostly well organized, thought out and neatly presented.</p> <ul style="list-style-type: none"> • Needs to add or change minor details. 	<p>needs improvement on presentation.</p> <ul style="list-style-type: none"> • Needs to add or change elements of the design. • Little care toward neatness. 	<p>was disorganized and sloppy.</p> <ul style="list-style-type: none"> • Rushed or little evidence of caring. 		
<p>Composition</p> <hr/> <p>Elements of Art and Principles of Design</p>	<ul style="list-style-type: none"> • Applies design principles with high degree of skill. • Elements and principles inter-relate well to create an aesthetically interesting and impactful composition. • Demonstrates Elements of art successfully. 	<ul style="list-style-type: none"> • Applies design principles with good degree of skill. • Most or some elements and principles interrelate well to create an aesthetically interesting composition. Demonstrates Elements of art. 	<ul style="list-style-type: none"> • Attempted to apply design principles, but may lack understanding. It negatively affects work. • Few elements and principles interrelate well. • Composition or image choice could be improved. • Lacks the ability to use Elements of art successfully. 	<ul style="list-style-type: none"> • Little attempt to apply design principles. • Elements do not appear to relate. • Lacks visual interest or impact. • Does not use Elements of art. 		
<p>Creativity and Originality</p>	<ul style="list-style-type: none"> • Design is unique, and displays elements that are totally their own. • The student's personality/ voice comes through. • Experimentation/ Risk Taking. 	<ul style="list-style-type: none"> • Design has some unique features but could have been pushed a little further. • Student has taken the technique being studied and has used source material as a starting place. • The student's personality comes through in parts of the work. 	<ul style="list-style-type: none"> • Design lacks Individuality. • Has few details. • May not be appropriate for the form being expressed. • Evidence of copying ideas. • The student has done the assignment. 	<ul style="list-style-type: none"> • Student has not made much attempt to meet the requirements of the assignment. • Copies ideas of others. • No individuality. 		
				Total Score:		

Computer Graphics Rubric

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

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