SCHOOL DISTRICT OF THE CHATHAMS
CURRICULUM PROFILE

CONTENT AREA(S): Visual Art   **GRADE LEVEL(S):** 9-12

COURSE: Graphic Design   **TIME FRAME:** Semester (2.5 credits)
                                                      90 days

I. Course Overview

The School District of the Chathams' Visual Art Department teaches using the National Core Art Standards as our compass, developing our students' ability to create, present, respond, and connect with works of art.

We teach using a studio thinking philosophy, where our students develop craft, engage in personally meaningful endeavors, envision new works of art and how to bring them life, express personal meaning, observe and interpret meaning in the works of others, reflect on works of art and processes, explore new techniques, and experience collaborative artistic communities.

We teach to foster and develop our students' creative thinking and because we believe every student has the ability to develop and communicate their personal identity through the study of visual art, regardless of their future career path.

In this course, students learn the fundamentals of graphic design and gain experience using Adobe Photoshop and Illustrator. Projects provide students with opportunities to work with businesses in the Chatham community, enter design contests, or serve the school with its design needs. These real-world design challenges offer students the opportunities to apply their skills in meaningful contexts, work for real purposes, and reach wider audiences.

II. Units of Study
  **Please Note: The order in which the units are taught can be adjusted at the teacher's discretion. **

Unit 1: Design Basics *(~60 days)*
- Typography
  - The parts of Type
  - Styles of Type
  - Fonts
- Principles of Design
  - Contrast
  - Repetition
  - Alignment
  - Proximity
- Black and White
- Color
- Introduction to Programs
  - Photoshop
  - Illustrator

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Unit 2: Designing for a Client *(~30 days)*
- Client's Request
    a. Message being portrayed
    b. Information that must be included
    c. Design criteria
- Brainstorming Process
- Critique
- Revisions
- Client Meeting
- Final Revisions
- Submit to Client

Each project/topic is broken down in the following manner:
- Concept Introduction & Art History Connections
    ○ *Whole group discussion of basic concepts and connections to art history and culture.*
- Material/Skill Demonstration
    ○ *Teacher-led demonstration/modeling of new skills.*
    ○ *Students practice new skills.*
- Project Planning & Execution
    ○ *Students apply concepts and skills in a hands-on manner through the creation of individual works of art.*
- Reflection & Self-Evaluation
    ○ *Students complete a critique sheet, reflecting on their work and design process.*

III. Essential Questions

Unit 1: Design Basics
- Why is typography important?
- What are the styles of type?
- What impact can different fonts have on a design?
- What are the Principles of Design?
- What is the strength of black and white design?
- How do colors work in palettes to create mood or feeling?
- What elements of a project would be best suited for Photoshop vs. Illustrator?

Unit 2: Designing for a Client
- What are the needs of your client?
- How can you work creatively while still adhering to the design criteria of your client?
- Which program(s) will best suit the design required?
- Why is the critique process important and beneficial?
- Why are presentation skills important?

V. Learning Objectives
- Solve communication problems by engaging in problem identification, research, information gathering, analysis, generation of alternative solutions, design and layout, soliciting feedback, and redesign.

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- Describe and respond to audiences, clients, and contexts by recognizing the cognitive, cultural, and social human factors that shape design decisions.
- Create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.
- Ability to use and manipulate various technological programs in the creation, reproduction, and distribution of visual messages.
- Demonstrate fluency in the visual vocabulary and technical skills relevant to graphic design.

NJSLS Visual Art Standards:
- 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
- 1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
- 1.2.12.A.1 Determine how visual art have influenced world cultures throughout history.
- 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
- 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
- 1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
- 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
- 1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
- 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
- 1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
- 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- 1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

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National Core Arts Standards
- VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors
- VA:Cr1.2.Ia Shape an artistic investigation of an aspect of the present day life using a contemporary practice of art or design.
- VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.
- VA:Cr2.2.Ia Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
- VA:Pr4.1.Ia Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr5.1.Ia Analyze and evaluate the reasons and ways an exhibition is presented
- VA:Pr6.1.Ia Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA:Re.8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- VA:Re.9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.
- VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.

Technology Integration | NJSLS 8.1
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
- 8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Integration | NJSLS 9
- 9.3.ST-ET.4 Apply the elements of the design process.
- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

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- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
- 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
- 9.3.12.AR-AV.4 Design an audio, video and/or film production.
- 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
- 9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Career Ready Practices
- CRP1. Act as a responsible and contributing citizen..
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections
- Language Arts (allegorical symbolism)
  - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Social Studies
  - 6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
- Technology & Engineering
  - 8.2.12.B.1 The cultural, social, economic and political effects of technology
  - 8.2.12.C.1 The attributes of design.
  - 8.2.12.C.6   The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
  - 8.2.12.B.1Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.
- Mathematics
  - G-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

V. Instructional Materials
Core Materials:
- The Art of Education
- Adobe Photoshop CC Classroom in a Book

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- Adobe Illustrator CC Classroom in a Book
- Teacher computer with Internet access and projector/Smart Board
- Document Camera
- Chromebooks/Computing Devices
- Digital Design Software (Adobe Creative Cloud)
  - Adobe Photoshop
  - Adobe Illustrator
- Online Resources:
  - How Internet Changed the Way We Communicate
  - Social Media Has Changed the Way We Communicate
  - Ways Social Media Has Changed How We Communicate

Supplemental/District Created Materials:
- Illustrator Shapes
- Character Tutorial
- Musical/Play Poster Design
- Poster Requirement Sheet
- Play/Musical Poster Design Presentation
- Adobe Color
- Low Poly Portrait
- Low Poly Portraits Presentation
- Low Poly Portraits Web Resources:
  - How to Create a Low Poly Portrait in Photoshop (Original Tutorial)
  - Low Poly Vector Tutorial
  - How to Create a Low Poly Vector Graphic in Illustrator - Tutorial 10
  - Low Polygon Portrait - Sergi Constance on Behance
  - Low Poly Studies
- Graphic Alphabets Presentation
- Commemorative Postage Stamp Design
- USPS Stamps *(See the stamps USPS released in 2018)*
- Arago Archive *(100's of commemorative stamps easily viewed from the national archive.)*
- Smithsonian Postal Museum *(Collections of stamps by theme, including women on stamps, sports, etc.)*
- Parts of a Stamp *(Illustrates the components of a postage stamp (Face value, issuing country, design, etc.)*
- Color Groups (Harmonies) in Illustrator
- Photoshop Reef Scene
- PhotoFusion
- Sideshow Poster Examples
- Movie Poster Examples
- Superhero Poster Examples
- Hybrid Animal Examples

VI. Key Performance and Benchmark Tasks
Assessment Methods:
- Students will complete approximately four (4) projects between across the units throughout the semester.
- When a student completes a project, s/he will complete a critique sheet, reflecting on their work and answer thoughtful questions on their design process.

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- A rubric is outlined on the critique sheet, delineating the project parameters and expectations.

Summative:

- Illustrator Shapes: *Students will create a variety of pre drawn shapes using the Illustrator pen tool. Building on their skills, students will create a simple character in Illustrator which includes head, body, arms, legs, facial features and an object that the character is holding. Character should reflect students' style or interests.*
- Musical/Play Poster Design: *Create a poster to advertise the CHS Spring Musical, [INSERT NAME OF MUSICAL HERE]. Symbolism of the plot and characters should be consideration in conjunction with composition and text placement*
- Low Poly Portrait: *Students will create a portrait of a person or an animal by creating a polygonal mesh, simulating a 3D rendering effect, utilizing Adobe Illustrator.*
- Photoshop Reef Scene: *Use Adobe Photoshop to become comfortable with basic selection tools and modifications/filters in Adobe Photoshop to create a realistic composite image of a coral reef with fish and other sea life.*
- Commemorative Postage Stamp Design: *Choose a subject worthy of commemoration in 2018 to create a postage stamp, considering style, color theory, composition and text placement.*
- PhotoFusion: *Imagine an original creature/character by utilizing tools in Photoshop to convincingly combine multiple photographic images. Use Illustrator to design a poster featuring your creation.*

Formative:

- How Does a Font Feel Exploration
- Personal Portfolio Reflection Sheet
- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips

Alternative:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below in Section VII.

VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and 504s

Special Education

- Student choice in projects to allow for appropriate skill levels to be applied.

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- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Remove the expectation of advanced craftsmanship
- Pacing and guidance in long term projects.
  - Work chunked out based on tasks, individual check ins.
  - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Illustrator Shapes:
  - Provide repeat demonstrations.
  - Assist students in completing problematic steps so that s/he can move forward to the next skill.
- Musical/Play Poster Design:
  - Focus on building images through the combination of simple shapes.
  - Identify hierarchy of text for students.
- Low Poly Portrait:
  - Guide students to select a less complex image.
  - Allow poly sections to be larger and less intricate.
- Photoshop Reef Scene:
  - Limit work to required skills only and eliminate optional steps.
- Commemorative Postage Stamp Design:
  - Guide students to select a less complex image.
  - Focus on building images through the combination of simple shapes.
- PhotoFusion:
  - Eliminate text placement requirement.
  - Assist students in the selection of images to combine.
  - Focus on using clone stamp tool to blend images.

English Language Learners

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal in their native language.
- Preferential seating.

Gifted & Talented

- Access to additional materials to develop ideas and project details.
- Illustrator Shapes:
  - Allow student to move forward to next assignment when simple task is completed.

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- Musical/Play Poster Design:
  - Focus on creativity and highly original artwork.
- Low Poly Portrait:
  - Encourage the selection of a more complex image or series of images.
  - Suggest the use of smaller, more intricate poly sections.
- Photoshop Reef Scene:
  - Students should explore menus and tool selections to make independent choices.
- Commemorative Postage Stamp Design:
  - Focus on creativity and highly original artwork.
  - Encourage the creation of a "book" of stamps with variations on a theme.
- PhotoFusion:
  - Have students combine more than two images into the final creature.
  - Finalize project with highly detailed poster, magazine cover, etc.

Students at Risk of School Failure

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects: Work chunked out based on tasks, individual check ins.
- Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.

504s

- Completely dependent on the student's 504 plan.
  - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
  - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
  - If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific artistic skills that require them.

GENERAL NOTES:
- The order in which the units are taught can be adjusted at the teacher's discretion.
- Projects may change to teacher discretion as long as the identical principles of Art are incorporated.
- Days are fluid and some activities may extend longer.
- Lessons and units will be adjusted as per students' prior knowledge.
- Allowing individual student creative processes to help curtail formulaic projects.

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