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Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Digital Illustration					
Grade Level(s):	9-12					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	This elective course explores the processes and concepts of drawing and painting using digital media. Illustration is a means to visually communicate ideas, and students will use digital media to express concepts and tell stories through their originally created images. Students will gain experience in creating computer images in both raster and vector formats using Adobe Illustrator and Photoshop. Students will learn a variety of Illustration techniques and be able to respond to their classmates' work through perceiving and analyzing during verbal and written critiques. Students will also be able to connect their own work to themselves and the world around them by synthesizing and relating knowledge and personal experiences. Student work will be culminated into a final portfolio that will be presented at the end of the year.					
Grading Procedures:	Summative (70%) <ul style="list-style-type: none">• Major Projects• Formative Evaluations Supportive (30%) <ul style="list-style-type: none">• Classwork/Homework• Quizzes• Class Performance					
Primary Resources:	Instructor selected materials					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Written: August 2022

Revised: _____

BOE Approval: _____

Course Desired Results

The Washington Township Visual Art Department's courses are taught in a project-based format. Throughout each unit, one or more projects will be selected by the instructor and within each project, students will be asked to **Create, Present, Respond** and **Connect** in accordance with the NJ Student Learning Standards for Arts Education. Therefore, the 11 standards within those four artistic processes are listed below along with the *Unit Goals & Scales* of our district's curriculum template as they are applicable to every unit within this course. Additional information on the NJ Student Learning Standards can be found here: [NJ Arts Standards](#).

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to make art.

Anchor Standard 11: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Indicators

Explore

1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.

1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Investigate

1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan.

1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Reflect, Refine, Continue

1.5.12prof.Cr3a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Analyze

1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Select

1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.

Share

1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Perceive

1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences.

1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.

Interpret

1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Analyze

1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.

Synthesize

1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.

Relate

1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.

Understandings:

Students will understand that...

1. Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
2. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
3. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
4. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
5. Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
6. Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
7. Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.
8. People gain insights into meanings of artworks by engaging in the process of art criticism.
9. People evaluate art based on various criteria.
10. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
11. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
12. SEL Enduring Understandings: www.selarts.org

Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
2. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
3. What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
4. How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
5. What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
6. What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
7. How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

	<p>8. What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?</p> <p>9. How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p>10. How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p> <p>11. How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p>12. SEL Essential Questions: www.selarts.org</p>
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Course Learning Goal and Scale <i>(Level 2.0 reflects a minimal level of proficiency)</i>	
Anchor Standard 1: Generating and conceptualizing ideas.	
4.0	Students will be able to: <ul style="list-style-type: none"> Use multiple approaches to begin creative endeavors. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
3.0	Students will be able to: <ul style="list-style-type: none"> Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
2.0	Students will be able to: <ul style="list-style-type: none"> Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 2: Organizing and developing ideas.	
4.0	Students will be able to: <ul style="list-style-type: none"> Engage in making a work of art or design without having a preconceived plan. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
3.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate persistence and willingness to experiment and take risks during the artistic process. Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

2.0	Students will be able to: <ul style="list-style-type: none"> Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 3: Refining and completing products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
3.0	Students will be able to: <ul style="list-style-type: none"> Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
2.0	Students will be able to: <ul style="list-style-type: none"> Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 4: Selecting, analyzing, and interpreting work.	
4.0	Students will be able to: <ul style="list-style-type: none"> Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
3.0	Students will be able to: <ul style="list-style-type: none"> Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
2.0	Students will be able to: <ul style="list-style-type: none"> Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Analyze and evaluate the reasons and ways an exhibition is presented.
3.0	Students will be able to: <ul style="list-style-type: none"> Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
2.0	Students will be able to: <ul style="list-style-type: none"> Prepare and present artwork safely and effectively.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 6: Conveying meaning through art.	
4.0	Students will be able to: <ul style="list-style-type: none"> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
3.0	Students will be able to: <ul style="list-style-type: none"> Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.
2.0	Students will be able to: <ul style="list-style-type: none"> Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 7: Perceiving and analyzing products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Hypothesize ways in which art influences perception and understanding of human experiences. Analyze how one's understanding of the world is affected by experiencing visual arts.
3.0	Students will be able to: <ul style="list-style-type: none"> Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
2.0	Students will be able to: <ul style="list-style-type: none"> Speculate about artistic processes, interpret, and compare works of art and other responses. Analyze visual arts including cultural associations.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning.	
4.0	Students will be able to: <ul style="list-style-type: none"> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
3.0	Students will be able to: <ul style="list-style-type: none"> Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
2.0	Students will be able to: <ul style="list-style-type: none"> Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Establish relevant criteria in order to evaluate a work of art or collection of works.
3.0	Students will be able to: <ul style="list-style-type: none"> Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

2.0	Students will be able to: <ul style="list-style-type: none"> Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Document the process of developing ideas from early stages to fully elaborated ideas.
3.0	Students will be able to: <ul style="list-style-type: none"> Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
2.0	Students will be able to: <ul style="list-style-type: none"> Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
4.0	Students will be able to: <ul style="list-style-type: none"> Describe how knowledge of culture, traditions, and history may influence personal responses to art. Describe how knowledge of global issues, including climate change may influence personal responses to art.
3.0	Students will be able to: <ul style="list-style-type: none"> Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. Analyze and contrast how art forms are used to reflect global issues, including climate change.
2.0	Students will be able to: <ul style="list-style-type: none"> Communicate how art is used to inform the values, beliefs and culture of an individual or society. Communicate how art is used to inform others about global issues, including climate changes.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Unit Title: History of Illustration

Unit Description: In this unit, students will learn the history and basic principles of illustration. Illustration is a means to visually communicate ideas, and students will learn how artists in the past until now have successfully expressed ideas through images, as well as, what careers are available in this field. Students will also be introduced to the elements of art and principles of design. Students will learn how to use these elements and principles to achieve a successful 2-D or 3-D composition in visual art.

Unit Duration: 4 Weeks

Understandings:

Students will understand that...

1. Illustration is an art form that visually communicates ideas.
2. Illustration is a form of art with a purpose to express an idea.
3. They must make many artistic decisions when creating an illustration.
4. There are vast styles and media used in illustration, and many artists have attributed to the varied history of illustration.
5. There are many career possibilities in illustration.
6. An element of art (color, shape, form, value, texture, and space) is a basic visual component an artist uses to create a work of art.
7. How a given element is used greatly affects the way we perceive an artwork.
8. The principles of design (contrast, rhythm, proportion, balance, unity, emphasis, movement, and variety) are guidelines that govern the way artists organize the elements of art.
9. Artists use the principles of design to arrange the elements of art to create successful compositions of both 2-D and 3-D artwork.

Essential Questions:

1. How is illustration related to art?
2. How is illustration related to storytelling?
3. What decisions have to be made when creating an illustration?
4. What is the history of illustration?
5. What are career possibilities in illustration?
6. What are the elements of art?
7. What are the principles of design?
8. How are the elements of art and principles of design used to create a successful composition in works of 2-D and 3-D visual art?

Assessment Evidence

Performance Tasks:

- Illustrate examples of the elements of art and principles of design
- Create a digital poster of a historical or contemporary artist using facts and illustrations
- Create a drawing in the same style as a historical or contemporary artist
- Explore the artistic choices that illustrators make
- Make informed choices as to what illustration styles defined a culture and/or time period
- Understand that illustration tells a story and has many purposes
- Understand that images can be universal
- Update and maintain a sketchbook throughout the unit
- Define and describe vocabulary relevant to the unit
- Develop proficiency in the use of the elements of art and principles of design
- Recognize and apply traditional and contemporary design elements and trends
- Research various art movements and design styles as sources of inspiration
- Develop career awareness in the areas of digital illustration

Other Evidence:

- Assessment by demonstration or written, on knowledge of digital illustration as it relates to the project, equipment, terminology, and processes involved in the design and creation of the art project
- Participation in group critiques
- Student reflection, discussion, and self-assessment
- Weekly effort and attitude assessment which reflects involvement, cooperation, perseverance, self-motivation, following of directions, pride in work, respect for others, and respect for tools and materials of the classroom

Benchmarks:

- Completed projects
- Progress checks including notebook review
- Assessments and/or written responses to material
- Participation in class discussions including class critiques

Learning Plan**Learning Activities:**

- Discuss the following topics/terms:
 - Beginning Illustration: cave paintings, Egyptian hieroglyphs, Asian woodcuts, illuminated manuscripts, religious art
 - European Illustration: 17th & 18th century etchings and lithographs, printmaking, drawing, painting, pen & ink, caricatures
 - Golden Age of Illustration: late 1800s-early 1900s
 - American Illustration: political propaganda posters & flyers, commercial images
 - Influence of technology: late 20th century
 - Illustration types: educational/informative, literacy, fantasy (games/books), media (magazines, newspapers), commercial (advertisements, posters)
 - Illustration today/careers
 - Elements of art: color, shape, form, value, texture, space
 - Principles of design: contrast, rhythm, proportion, balance, emphasis, movement, variety
 - Composition: rule of thirds, center-of-interest, unity
- Observe demonstrations on skills, techniques, and equipment relevant to the unit
- Incorporate the elements of art (color, shape, form, value, texture, and space) and the principles of design (contrast, rhythm, proportion, balance, unity, emphasis, movement, and variety) in an effective manner demonstrating understanding and comprehension of those terms
- Research/study various texts, internet resources and art reference materials in order to develop knowledge and appreciation for digital illustration as an art form from different cultures/societies
- Visit museums, galleries, artists' studios, exhibits, virtual tours, websites, and/or participate in video conferences
- Teacher reviews feedback with individual students
- Student reflects on their own work and participates during class critiques and discussions through verbal and written responses

Resources:

- Art reproductions and examples
- Various internet resources/websites to enhance instruction and learning such as Schoology, YouTube, art websites, art museum collection websites, etc.
- Various materials and periodicals available in the IMC
- Instructor selected projects may include:
 - Elements of art and principles of design illustrations
 - Digital poster of a historical or contemporary digital artist
 - Inspired art illustration

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none">• Student can be paired up with another student to serve as a guide or mentor• Advanced students may enhance their experience by creating their own small-scale work as supplemental examples for class observations and discussion
Struggling Learners	<ul style="list-style-type: none">• Students can be paired up with a more advanced student to work with for additional assistance• Book chapter, presentations, and lecture notes can be photocopied so students may highlight and define important points or terms• Students can use notebook for assessments
English Language Learners	Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English

	<p>proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>NJDOE ELL Resources</p> <p>SEI Strategies for Visual Arts</p> <p>Can-Do Descriptions for Proficiency Levels Grades 9-12</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Digital Drawing and Painting

Unit Description: In this unit, students will learn drawing and painting tools, materials, and techniques used in digital software. Students will become aware of the advantages and limitations of computer-generated images. Students will also be encouraged to augment personal image making strategies and choices.

Unit Duration: 8 Weeks

Understandings:

Students will understand that...

1. Digital technology has revolutionized the art of illustration.
2. Digital software has similarities and differences to traditional drawing and painting tools.
3. There are numerous techniques that can be used to create quality illustrations.
4. Numerous apps have been created for iPads and tablets that realistically represent physical art materials.
5. The proportions of figures and objects can either convey realism or abstraction/fantasy.
6. Blending techniques and the inclusion of texture can convey illustrations that appear real or cartoon inspired.
7. Color can convey moods/emotion that guide the viewer to the artist's intent.

Essential Questions:

1. How has technology changed the art of illustration?
2. How does digital drawing and painting software operate?
3. How are digital images created?
4. What apps best represent real art materials?
5. What are the correct proportions for drawing the human body?
6. What strategies can be used to replicate different textures?
7. How does color theory play a part in the meaning behind an illustration?
8. How can you use blending and shading to create a more realistic or cartoon style illustration?

Assessment Evidence

Performance Tasks:

- Make informed decisions as to setting up their document for output
- Use Photoshop as a tool for drawing and/or painting
- Illustrate proper human proportions based on reality
- Use the knowledge of color theory to create illustrations that align with the artist's intent
- Use blending techniques and texture to replicate objects
- Experiment with the iPad to use apps to create drawings and/or paintings
- Update and maintain a sketchbook throughout the unit
- Define and describe vocabulary relevant to the unit
- Develop proficiency in the use of the elements of art and principles of design
- Recognize and apply traditional and contemporary design elements and trends
- Research various art movements and design styles as sources of inspiration
- Develop career awareness in the areas of digital illustration

Other Evidence:

- Assessment by demonstration or written, on knowledge of digital illustration as it relates to the project, equipment, terminology, and processes involved in the design and creation of the art project
- Participation in group critiques
- Student reflection, discussion, and self-assessment
- Weekly effort and attitude assessment which reflects involvement, cooperation, perseverance, self-motivation, following of directions, pride in work, respect for others, and respect for tools and materials of the classroom

Benchmarks:

- Completed projects
- Progress checks including notebook review
- Assessments and/or written responses to material
- Participation in class discussions including class critiques

Learning Plan

Learning Activities:

- Discuss the following topics/terms:
 - Adobe Photoshop: setting up the document, file types and sizes, selection tools, drawing tools, color palette, painting tools, layers, brush tools and options, gradients, blending tools, adding fill colors, blending modes, layer masks, image adjustments, scale and transform, coloring sketches, creating a palette
 - iPad apps: drawing media, painting media, choosing paper, simulating art media, finding apps that work well/ are intuitive, keeping updated with technology
- Observe demonstrations on skills, techniques, and equipment relevant to the unit
- Incorporate the elements of art (color, shape, form, value, texture, and space) and the principles of design (contrast, rhythm, proportion, balance, unity, emphasis, movement, and variety) in an effective manner demonstrating understanding and comprehension of those terms
- Research/study various texts, internet resources and art reference materials in order to develop knowledge and appreciation for digital illustration as an art form from different cultures/societies
- Visit museums, galleries, artists' studios, exhibits, virtual tours, websites, and/or participate in video conferences
- Teacher reviews feedback with individual students
- Student reflects on their own work and participates during class critiques and discussions through verbal and written responses

Resources:

- Art reproductions and examples
- Various internet resources/websites to enhance instruction and learning such as Schoology, YouTube, art websites, art museum collection websites, etc.
- Various materials and periodicals available in the IMC
- Instructor selected projects may include:
 - Blending and textures practice
 - Human body: proportions, sizes, and poses
 - Landscape (manmade & natural)
 - Animals

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Student can be paired up with another student to serve as a guide or mentor • Advanced students may enhance their experience by creating their own small-scale work as supplemental examples for class observations and discussion
Struggling Learners	<ul style="list-style-type: none"> • Students can be paired up with a more advanced student to work with for additional assistance • Book chapter, presentations, and lecture notes can be photocopied so students may highlight and define important points or terms • Students can use notebook for assessments
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered

	<ul style="list-style-type: none"> • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

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Unit Title: Digital Image Manipulation

Unit Description: In this unit, students will learn the basics of capturing images with a digital DSLR camera, uploading and editing those images, and backing up image files. Students will also be exposed to manipulating those images using digital editing software, such as Adobe Photoshop.

Unit Duration: 8 Weeks

Understandings:

Students will understand that...

1. Holding a camera to take a photograph requires skill and practice.
2. There are numerous ways to adjust settings of a digital camera.
3. They must first upload their files, and then back up their files to at least two locations.
4. Software such as Adobe Photoshop has endless possibilities to manipulate images.
5. Photos from free use websites should be used when additional photos or elements are needed for your composition.

Essential Questions:

1. How do you hold a camera when shooting?
2. What are some of the general automatic settings for a digital camera?
3. What are the differences in image quality and capabilities between using a DSLR camera and the camera in a cell phone?
4. How are images transferred onto the computer and stored?
5. How can images be manipulated in digital software?
6. Why is adhering to copyright laws important?
7. Where can you find copyright free photos?

Assessment Evidence**Performance Tasks:**

- Make informed decisions about taking a photo
- Know how and when to use various shutter speeds
- Make informed decisions on setting up the camera and image output
- Edit the photos in Photoshop to make them the best possible quality
- Combine and blend multiple images to create one cohesive piece using Photoshop
- Incorporate digital drawings within manipulated photographs using Photoshop
- Update and maintain a sketchbook throughout the unit
- Define and describe vocabulary relevant to the unit
- Develop proficiency in the use of the elements of art and principles of design
- Recognize and apply traditional and contemporary design elements and trends
- Research various art movements and design styles as sources of inspiration
- Develop career awareness in the areas of digital illustration

Other Evidence:

- Assessment by demonstration or written, on knowledge of digital illustration as it relates to the project, equipment, terminology, and processes involved in the design and creation of the art project
- Participation in group critiques
- Student reflection, discussion, and self-assessment
- Weekly effort and attitude assessment which reflects involvement, cooperation, perseverance, self-motivation, following of directions, pride in work, respect for others, and respect for tools and materials of the classroom

Benchmarks:

- Completed projects
- Progress checks including notebook review
- Assessments and/or written responses to material
- Participation in class discussions including class critiques

Learning Plan

Learning Activities:

- Discuss the following topics/terms:
 - Holding a camera
 - Automatic settings: full auto, flash off, creative auto, portrait, landscape, close-up, sport, night portrait, video
 - Menu image set up: image quality (file type and size), image protection, erasing images
 - Transferring photos: inserting memory card into computer, saving photos, backing up photos
 - Editing software (within Photoshop): workspace, tools
 - Image manipulation: layering, layer styles, filters, adding and/or combining images, effects, composition
- Observe demonstrations on skills, techniques, and equipment relevant to the unit
- Incorporate the elements of art (color, shape, form, value, texture, and space) and the principles of design (contrast, rhythm, proportion, balance, unity, emphasis, movement, and variety) in an effective manner demonstrating understanding and comprehension of those terms
- Research/study various texts, internet resources and art reference materials in order to develop knowledge and appreciation for digital illustration as an art form from different cultures/societies
- Visit museums, galleries, artists' studios, exhibits, virtual tours, websites, and/or participate in video conferences
- Teacher reviews feedback with individual students
- Student reflects on their own work and participates during class critiques and discussions through verbal and written responses

Resources:

- Art reproductions and examples
- Various internet resources/websites to enhance instruction and learning such as Schoology, YouTube, art websites, art museum collection websites, etc.
- Various materials and periodicals available in the IMC
- Instructor selected projects may include:
 - Desktop collage
 - Identity room collage
 - Radial symmetry
 - Woven portraits
 - Machine morph
 - Tessellations and pattern
 - Pencil vs. camera

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English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12</p>

Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
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Interdisciplinary Connections

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Unit Title: Vector Graphics	
Unit Description: In this unit, students will use Adobe Illustrator to create vector-based images. Vector art differs from pixel-based art in that it uses shapes and paths defined by individual points, or vectors. Students will be able to compare and contrast working with vector images as opposed to bitmap images.	
Unit Duration: 8 Weeks	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Vector images are not made up of pixels, so therefore don't lose their resolution and have sharp, clean edges. 2. Vector tools operate differently than tools in pixel-based software. 3. Vector art is most useful when the artwork needs to be printed in different sizes and/or in web designs that need to be viewed on varying screen sizes. 	Essential Questions: <ol style="list-style-type: none"> 1. How do vector images look different than pixel-based, or raster, images? 2. What are the tools to create a vector image? 3. When is it most beneficial to create vector art?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Experiment with vector tools to create images • Make informed decisions when drawing vector art • Create customized tools to suit their drawing needs • Create a 3-D model using drawing tools • Develop an organizational strategy when drawing • Update and maintain a sketchbook throughout the unit • Define and describe vocabulary relevant to the unit • Develop proficiency in the use of the elements of art and principles of design • Recognize and apply traditional and contemporary design elements and trends • Research various art movements and design styles as sources of inspiration • Develop career awareness in the areas of digital illustration 	Other Evidence: <ul style="list-style-type: none"> • Assessment by demonstration or written, on knowledge of digital illustration as it relates to the project, equipment, terminology, and processes involved in the design and creation of the art project • Participation in group critiques • Student reflection, discussion, and self-assessment • Weekly effort and attitude assessment which reflects involvement, cooperation, perseverance, self-motivation, following of directions, pride in work, respect for others, and respect for tools and materials of the classroom
Benchmarks: <ul style="list-style-type: none"> • Completed projects • Progress checks including notebook review • Assessments and/or written responses to material • Participation in class discussions including class critiques 	
Learning Plan	
Learning Activities: <ul style="list-style-type: none"> • Discuss the following topics/terms: <ul style="list-style-type: none"> ○ <u>Vector characteristics:</u> flat colors, bold shapes, smooth lines and curves, high contrast, mathematically translated shapes, does not lose resolution, small file efficiency, precision of size and shape, transform shapes, align shapes ○ <u>Unique tools to vector art:</u> <ul style="list-style-type: none"> ○ <u>Shape:</u> fill vs. stroke, selection, fine controls, mathematically described ○ <u>Line:</u> line weight, line styles ○ <u>Pen:</u> drawing curves vs. straight lines, anchor points, refining paths ○ <u>Pathfinder:</u> create custom shapes ○ <u>Live Trace:</u> make a raster image into vector art, expand and ungroup 	

- Custom Tools: brushes, gradients, patterns, textures
- 3D Modeling: extruding, lighting
- Layers: organization tool
- Observe demonstrations on skills, techniques, and equipment relevant to the unit
- Incorporate the elements of art (color, shape, form, value, texture, and space) and the principles of design (contrast, rhythm, proportion, balance, unity, emphasis, movement, and variety) in an effective manner demonstrating understanding and comprehension of those terms
- Research/study various texts, internet resources and art reference materials in order to develop knowledge and appreciation for digital illustration as an art form from different cultures/societies
- Visit museums, galleries, artists' studios, exhibits, virtual tours, websites, and/or participate in video conferences
- Teacher reviews feedback with individual students
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Resources:

- Art reproductions and examples
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- Various materials and periodicals available in the IMC
- Instructor selected projects may include:
 - Potted plants
 - Gradient mesh
 - Moonlight landscape
 - Famous painting
 - Vector portrait
 - 3-D warp text
 - String and neon effects

Unit Modifications for Special Population Students

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Struggling Learners	<ul style="list-style-type: none"> ● Students can be paired up with a more advanced student to work with for additional assistance ● Book chapter, presentations, and lecture notes can be photocopied so students may highlight and define important points or terms ● Students can use notebook for assessments
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Unit Title: Digital Storytelling

Unit Description: Throughout the course of history, book illustration is one of the most widely known forms of illustration. Students will focus on a form of contemporary storytelling using digital media. Different methods of telling stories through images will be presented. This unit is a culmination of the illustration techniques students have acquired thus far. Students will create a story which will be communicated through their created images and shown through digital media. Students will have the opportunity to develop their own drawing style, while further exploring the digital illustration techniques of their choice. As a final project, students will complete a portfolio showcasing their best work from the school year.

Unit Duration: 10 Weeks

Understandings:

Students will understand that...

1. There are many ways pictures can tell a story.
2. A digital story is similar to a mini-movie, and should have some of the same qualities.
3. There are many steps to creating a digital story.
4. The artist portfolio should be a collection of the artist's best work.
5. The portfolio should show many different types of digital illustrations in order to showcase the artist's ability and range.
6. Web based software can be used to create a digital portfolio as a professional place to showcase their work and advertise their skills.

Essential Questions:

1. How do pictures tell a story?
2. What items, besides images, should be presented in a digital story?
3. What steps must be followed to produce a digital story?
4. Why should an artist only showcase their best work in a portfolio?
5. What types of photography should be included in a well-rounded portfolio?
6. What is the benefit of having a professional website for a photographer?
7. How can a website be made and set up?

Assessment Evidence

Performance Tasks:

- Convey specific messages through their artwork
- Explore their unique, artistic style
- Create their story from start to finish
- Create an organizational method to getting their work completed
- Self-critique upon exporting their story, and re-edit as needed
- Make informed decisions about what their story will look like and how it will be conveyed
- Update and maintain a sketchbook throughout the unit
- Define and describe vocabulary relevant to the unit
- Develop proficiency in the use of the elements of art and principles of design
- Recognize and apply traditional and contemporary design elements and trends
- Research various art movements and design styles as sources of inspiration
- Develop career awareness in the areas of digital illustration
- Reflect on and create a digital portfolio to showcase a variety of artwork to best represent the skills of the student

Other Evidence:

- Assessment by demonstration or written, on knowledge of digital illustration as it relates to the project, equipment, terminology, and processes involved in the design and creation of the art project
- Participation in group critiques
- Student reflection, discussion, and self-assessment
- Weekly effort and attitude assessment which reflects involvement, cooperation, perseverance, self-motivation, following of directions, pride in work, respect for others, and respect for tools and materials of the classroom

Benchmarks:

- Completed projects
- Progress checks including notebook review
- Assessments and/or written responses to material
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Learning Plan

Learning Activities:

- Discuss the following topics/terms:
 - Literary illustration: storybook/ children's books, world history/ event images, review illustration history from Unit 1 (as needed)
 - Planning the story: storyboard, realism vs. fiction
 - Planning images: choosing an artistic style, bitmap vs. vector art, sketching ideas, organizing a schedule for production, organizing and backing up files
 - Narration: voiceover, written text on screen
 - Digital movie making: iMovie software, title sequence, image transitions, editing image length, timing, audio, end credits
 - Exporting: file types, story review and edits, importance of re-exporting
- Observe demonstrations on skills, techniques, and equipment relevant to the unit
- Incorporate the elements of art (color, shape, form, value, texture, and space) and the principles of design (contrast, rhythm, proportion, balance, unity, emphasis, movement, and variety) in an effective manner demonstrating understanding and comprehension of those terms
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Resources:

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- Various materials and periodicals available in the IMC
- Instructor selected projects may include:
 - Storyboard
 - Composition
 - Character development
 - Realism vs. fiction
 - Final digital portfolio

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