This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student’s Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education at the regular meeting held on 12/5/19.
VISION STATEMENT

The global economy of the 21st century requires that students be able to think creatively. Creativity is a driving force in the global economy. The workforce of the 21st century needs to apply unconventional ideas, new technologies, and new ways of thinking to their world and to their participation in the global economy. In addition, they will need to have an understanding of themselves and the world around them, and to be able to organize and express their thoughts and feelings.

Art education is, therefore, an integral part of the school curriculum. The production of visual arts encourages students to develop creative and critical decision-making skills, as well as creative problem-solving skills, production skills, and technology-based skills. It helps students to develop values and provides them with an understanding of the past, present and future.

Additionally, the goal of art education is to help students achieve a better understanding of themselves and their world, by using visual materials. Human beings have the basic need to organize their thoughts and feelings. They want to make sense of their experiences and order their ideas. They do this in a number of practical, scientific, and artistic ways. The arts are different from other means of doing this, because in art it is important to consider the expressive qualities of form.

Visual art experiences lead us to a more developed self through exploration and growth personally, socially, and culturally contributing to a sense of identity and fulfillment. An aesthetically aware person is more prepared to contribute positively to society. It is imperative that we realize the impact that visual stimuli exert. Study in the visual arts teaches students to shape and build an aesthetically sound future in a highly technical society, participate more fully in a diverse society, and express and evaluate the human condition.
MISSION STATEMENT

This course provides an opportunity and the environment in which to create. The process of creation is necessary for students to progress and think creatively. Digital Creations introduces the student to the creation of art using a variety of digital tools.

The goals of the Digital Creations will include:

- Learning and applying skills using, viewing and interoperating different digital equipment and their supplies.
- Learning and exposing students to both the art and science behind the digital equipment and its evolution.
- Exposing students to the history of image making and the development and use of the tools necessary to successfully communicate visually.

Digital Creations is a marking period course. Students must have taken 6th grade art prior to enrolling in this class. The course is designed to address 21\textsuperscript{st} Century Life and Careers, Visual and Performing Arts, and Technology Literacy Core Curriculum Content Standards. The New Jersey Core Curriculum Content Standards can be accessed at [www.state.nj.us](http://www.state.nj.us)

This class centers on the application of digital media which will be provided via, ipad, desktop computer and 3D drawing pens. Further, students will use writing and communication skills in this class.
COURSE PROFICIENCIES

COURSE OBJECTIVES

The student will be able to:

- Become a creative problem-solver.
- Create visually in a variety of media.
- Use artistic skills to express a personal point of view.
- Use and recognize the principles and elements of design within a work of art.
- Develop skills to manipulate media.
- Demonstrate the influence of the visual arts historically and in today’s world.
- Demonstrate an appreciation of the visual arts in the many varied cultures around the world.
- Observe, analyze, and discuss their work and the work of others.
- Appreciate and take pride in their work.
- Use the tools appropriately and safely for each medium.
- Produce visual art in a wide variety of media.
- Work cooperatively with others during class and in small group activities.

Big Ideas: Course objectives/ Content statements

- Design principles
- Communicating an idea visually with digital media
- Telling a story through a digital image
- Creating an original image and altering/improving an existing image

Essential Questions:

- How can we design images to tell a story?
- How can we be more creative in our visual communication?
- How to choose which tool/software to create the desired effect
STUDENT PROFICIENCIES

The student proficiencies represent the broad skills that students will gain by completing the course. Students will be able to:

- Teach digital composition using the elements and principles of design.
- Distinguish the difference between a vector image and raster image.
- Create interesting digital images that tell a story.
- Understand the process from concept to sketch to final digital output.
- Explain and distinguish different types of digital images.
- Discuss the history and evolution of digital imaging.
METHODS OF EVALUATION

1. Classwork
2. Class participation
3. Activities and Projects
4. Cumulative and final projects
MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
● Guided Notes
● Functional learning incorporated into each lesson
● Exploration Activities
● Assessment read aloud
● Small group assessments
● Organizational Support
● Oral questioning assessments to supplement written response
● Pre-writing Structural Supports for extended writing tasks
● Ongoing teacher feedback as part of the writing process
● Interactive Study Guides
● Multi-sensory approach to instruction
● Written and spoken step-by-step directions
● Content-focused assessment (not grading for spelling/grammar)
● Graphic organizers
● Non-verbal cues to begin task/remain on task/refocus
● Individual monitoring for understanding/reinforced instruction
● Printed copies of class readings for application of Active Reading Strategies

**Gifted & Talented**

● Provide one-to-one teacher support
● Curriculum Compacting
● Advanced problems to extend the critical thinking skills of the advanced learner
● Supplemental reading material for independent study
● Elevated questioning techniques using Webb’s Depth of Knowledge matrix
● Curriculum Compacting
● Flexible grouping
● Tiered assignments
● Topic selection by interest
● Manipulatives
● Tiered Lessons
● Flipped Instruction
● Multimedia Presentations
● Open-ended responses
● Project-based learning
● Group activities
● Guided Notes
● Conclusions and analysis of exploratory activities
● Career based learning incorporated into each lesson
● Exploration Activities
• Student choice

**ELLs**

• Exemplars of varied performance levels
• Multimedia presentations
• Sheltered instruction
• Consultation with ESL teachers
• Manipulatives
• Tiered/Scaffolded Lessons
• Mnemonic devices
• Visual aids
• Modeling
• Guided note-taking
• Study Guides
• Modified homework
• Differentiated pre-typed class notes and example problems
• Individualized instruction plans
• Manipulatives
• Flipped Instruction
• Words banks
• Reduced choice on assessments
• Preferential seating
• Choice activities
• Modified time requirements
• Modified notes
• Modify lesson, assessment and study guide format
• Provide an enriched curriculum and activities
• Contracts/management plans
• Open-ended responses
• Project-based learning
• Group activities
• Guided Notes
• Exploration Activities
• Assessment read aloud
• Small group assessments
• Oral questioning assessments to supplement written response
• Pre-writing Structural Supports for extended writing tasks
• Ongoing teacher feedback as part of the writing process
• Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

**504s**
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers

Berkeley Heights Public Schools
• Non-verbal cues to begin task/remain on task/refocus
• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure

• Exemplars of varied performance levels
• Multimedia presentations
• Tiered/Scaffolded Lessons
• Modeling
• Guided note-taking
• Study Guides
• Differentiated pre-typed class notes and example problems
• Individualized instruction plans
• Words banks
• Reduced choice on assessments
• Preferential seating
• Choice activities
• Modified time requirements
• Modified notes
• Modified lesson, assessment and study guide format
• Modified homework
• Provide an enriched curriculum and activities
• Contracts/management plans
• Open-ended responses
• Project-based learning
• Group activities
• Guided Notes
• Exploration Activities
• Assessment read aloud
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• Multi-sensory approach to instruction
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• Graphic organizers
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• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies
SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVE

Unit 1: Introduction to the iPad as a creative tool
Duration: 2-3 weeks

Overview: In this unit, students will learn the basic features of their iPad and apps for image creation. Students will use different apps for different types of image making.

Standards: 1.3.8.D.1; 1.3.8.D.2; 1.3.8.D.4; 1.3.8.D.5; 1.3.8.D.6

Technology: 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4; 8.2.8.E.1

21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3

Cross-Curricular: NJSLSA.R7; RH.6-8.2; RH.6-8.9

Essential Questions:
● How can you use the iPad as an instrument for making art?
● How do you choose an app for the desired effect you are trying to achieve?

Student Learning Objectives:
Students will know and be able to...
● Use the image editing features on their ipad for reference and concept development
● Develop a digital painting and drawing using a variety of tools
● Create both a vector drawing and raster drawing
● Demonstrate knowledge of brush strokes, lines, color changes etc.
● Examine advanced features of each of the apps

Possible Activities
● Create a digital painting (raster)
● Create a digital drawing (vector)
● Define terms such as pixel, raster, vector, layer
Unit 2: Introduction to Adobe Photoshop

Duration: 4-6 weeks

Overview: In this unit, students will learn the basic features Adobe Photoshop and the different menus, palettes and tools. Students will explore manipulating an existing image and creating an original image using the software.

Standards: 1.3.8.D.1; 1.3.8.D.2; 1.3.8.D.4; 1.3.8.D.5; 1.3.8.D.6

Technology: 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4; 8.2.8.E.1

21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3

Cross-Curricular: NJSLSA.R7; RH.6-8.2; RH.6-8.9

Essential Questions:
- How can you use Photoshop for enhancing and improving an existing image?
- How do you use Photoshop to develop an original piece of art?

Student Learning Objectives:
Students will know and be able to...
- Understand the interface of Adobe Photoshop
- Use Photoshop as an image editing and creative tool
- Develop a photo manipulation and digital image using a variety of tools
- Demonstrate knowledge of brush strokes, lines, color changes etc.
- Examine more intermediate to advanced features of photoshop

Possible Activities
- Create an original image by merging several photos together
- Create a pixel portrait or character
- Create a photo retouching and enhancement of an existing image
- Define terms such as airbrush, clone stamp, selection, lasso, silo etc.
Unit 3: Introduction to 3D Drawing
Duration: 4-6 weeks

Overview: In this unit, students will learn the basic features of 3D-Drawing and the use of the 3D-Doodler Pens including filament, settings, cleaning, and safety.


Technology: 8.2.8.C.1; 8.2.8.C.2; 8.2.8.C.3; 8.2.8.C.4; 8.2.8.C.5.a; 8.2.8.C.8; 8.2.8.E.1

21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3

Cross-Curricular: NJSLSA.R7; RH.6-8.2; RH.6-8.9

Essential Questions:
- How can you use the 3D-Doodler Pen to create drawings that add a dimension to a traditional 2D piece?
- How can you bridge drawing and sculpture into one?

Student Learning Objectives:
*Students will know and be able to...*
- Understand the basic interface of the 3D-Doodler Pens
- Use drawing as a sculptural art form
- Develop an intricate piece over a period of time
- Demonstrate knowledge of brush strokes, lines, color changes etc.
- Examine more intermediate to advanced features of photoshop

Possible Activities
- Create an original tower or bridge that has structural integrity as well as a visual aesthetic
- Create an animal either existing or fantasy in 3D
- Create a piece of wearable art
- Define terms such as ABS, Anchor, Armature, Coiling, Filling, Flow, Stencil etc.
SUGGESTED MATERIALS AND RESOURCES

Websites:

www.google arts and culture.com
www.moma.org
www.artsed.net
www.youtube.com

Resources:

*What Will You Create? Drawing with the 3D-Doodler?*