

BERKELEY HEIGHTS PUBLIC SCHOOLS  
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL  
ART DEPARTMENT**

**DIGITAL IMAGING**  
**#VPS0015**

Curriculum Guide

**Date: September 2018**  
**Updated: December 2019**

Dr. Melissa Varley, Superintendent  
Mr. Scott McKinney, Assistant Superintendent  
Mr. James Finley, District Supervisor

Developed by: Geralyn Mohr

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 21<sup>st</sup> century requires that students be able to think creatively. Creativity is a driving force in the global economy. The workforce of the 21<sup>st</sup> 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**

The Digital Imaging course is based on Adobe Photoshop CC software, the world standard image editing solution. Photoshop allows students to access many of the same advanced tools used by graphics professionals, with enhancements that simplify capturing and editing photos. This course will also provide opportunities for students to integrate Adobe Illustrator with the Adobe Photoshop software, to create digital imaging projects.

The Digital Imaging course begins with an introduction to working with digital images, providing essential information on everything from scanning devices to color management, and output issues. Teacher demonstrations will show students how to master the necessary techniques, such as optimizing an image for pre-press, color correction, retouching techniques, layers palette management, and toning a black and white image, as well as rendering textures.

The Digital Imaging course provides an opportunity and environment:

- that develops a perceptual awareness and discrimination, which fosters an appreciation of our environment, thereby contributing to the quality of life;
- which furthers the development of self-esteem and self-image, where conformity is non-essential and individuality is encouraged;
- to identify historical, social, and cultural influences and traditions, which generated artistic accomplishment throughout the ages, and which continue to shape contemporary arts;
- to expose students to other cultures past and present;
- that addresses individual student growth;
- which develops manipulative and technical skills in the area of graphic design;
- where concepts can be integrated with other learning experiences;
- to identify and solve problems in visual and technology areas; and
- that promotes confidence, enthusiasm, and a sense of achievement in the practice of art, design, and technology.

Digital Imaging is a one-semester offering open to all 9-12 graders and earns 2.5 credits towards graduation. It integrates standards from other disciplines, as well as addressing the New Jersey Core Curriculum Content Standards for the Visual and Performing Arts, 21<sup>st</sup> Century Life and Careers, and Technology Literacy. The New Jersey Core Curriculum Content Standards can be accessed at [www.state.nj.us](http://www.state.nj.us).

## **COURSE PROFICIENCIES**

### **COURSE OBJECTIVES**

1. To utilize prior knowledge and skills that strengthen and heighten aesthetic awareness in the visual arts.
2. To evaluate works of art based on aesthetic principles and artistic elements using higher order thinking skills.
3. To understand the academic importance of graphic design and its potential for interdisciplinary relationships within the curriculum.
4. To demonstrate skill in the operation of computer hardware and graphics software.
5. To identify historical, social, and cultural influences and traditions that generated artistic accomplishment throughout the ages and which continue to shape contemporary art.
6. To demonstrate self-awareness, creative-thinking, confidence, self-discipline, collaboration, and risk taking.
7. Encourage creative as well as systematic investigation of formal and conceptual issues.
8. To practice critical thinking skills through observation, description, analysis, interpretation, and evaluation of the artistic content and forming the visual arts.
9. To acquire an understanding of graphic design software and be able to produce professional quality art work.
10. To demonstrate an acceptance of constructive criticism and the ability for ongoing self-evaluation and growth.
11. To demonstrate an awareness and understanding of art-related careers, leisure activities, and personal life skills.
12. To practice skills for the safe handling of materials, tools, and technology.

## **STUDENT PROFICIENCIES**

The student will be able to:

1. Demonstrate an aesthetic awareness of computer generated graphics.
2. Use observation to analyze and evaluate artwork.
3. Create a work of art based on perceptual and technical skills.
4. Navigate through graphics design software utilizing program tools and features.
5. Identify and become familiar with contemporary computer generated artwork and related historical, social, and cultural influences.
6. Understand the operation of computer hardware and graphics software.
7. Examine and identify various art careers and activities that will be available to them in their future.
8. Accept constructive criticism and use it to evaluate student artwork.
9. Understand the academic importance of graphics design and its interdisciplinary relationship to the rest of the curriculum.
10. Practice safe use of tools, machinery, and other graphic arts materials.

## **METHODS OF EVALUATION**

- I. Production
  - A. Craftsmanship: Evidence of skillful and appropriate use of materials.
  - B. Understanding:
    - 1. Demonstrate understanding of elements and principles of design.
    - 2. Rendering skills as demonstrated in such things as the ability to make recognizable imagery, balance, etc., as appropriate.
  - C. Inventiveness: Evidence of creative ideas, strategies, or solutions to class assignments, and/or the ability to develop original projects.
    - 1. Originality of idea.
    - 2. Experimentation with imagery materials and software.
    - 3. Risk taking – pushing beyond the limitations.
    - 4. Divergent thinking – exploring unusual and diverse solutions to problems.
  - D. Commitment: Ability to pursue an idea or problem.
    - 1. Problem-solving through multiple drafts and/or significant revision of work.
    - 2. Degree of time and effort put into work.
    - 3. Perseverance to complete work.
- II. Reflection
  - A. Sense of self as an artist. The ability to articulate one’s own artistic goals and working strategies.
  - B. Critique: To assess one’s strengths and limitations. The ability to articulate and defend perceived strengths and weaknesses in the work of others.
  - C. Feedback: The ability to make use of input – including the ability to incorporate new ideas or to disregard suggestions that are not relevant to his/her work.
- III. Perception
  - A. To discern qualities in the work of other artists.
  - B. Visual/sensory perception of the environment – including both the natural and the human-made world.
  - C. Cultural Awareness: Awareness of other cultures past and present.

## **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

- 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
- 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

## **SCOPE AND SEQUENCE**

### **COURSE OUTLINE/STUDENT OBJECTIVE**

#### **Unit 1: Getting to Know the Work Area**

**Duration:** 1-2 weeks

**Overview:** To make the best use of the extensive editing capabilities in these programs, you first must learn to navigate the work area. Students will explore Photoshop's work area and demonstrate the capabilities of tools and palettes.

**Standards:** 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.3.12.D.3; 1.4.12.B.3

**Technology:** 8.1.12.A.1; 8.1.12.D.1; 8.1.12.A.3; 8.2.12.C.4; 8.2.12.D.3

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

**Cross-Curricular:** NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;

#### **Essential Questions:**

- How can technology be used as a tool for artistic expression?
- How can art communicate various ideas, feelings, and views?

#### **Student Learning Objectives:**

*Students will know and be able to...*

- Open Files
- Toolbox
- Zooming
- Select, rearrange, and use palettes
- Select commands on palette menus and context menus

#### **Possible Activities**

- Students explore these functions by engaging in a scavenger hunt

## **Unit 2: Drawing with the Pen (Illustrator)**

**Duration:** 1-2 weeks

**Overview:** The pen tool is a powerful tool for drawing straight lines, Bezier curves, and complex shapes. While the pencil tool is easier for drawing and editing lines, the pen tool can be more precise.

**Standards:** 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.3.12.D.3; 1.4.12.B.3

**Technology:** 8.1.12.A.1; 8.1.12.D.1; 8.1.12.A.3; 8.2.12.C.4; 8.2.12.D.3

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

**Cross-Curricular:** NJSLA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;

### **Essential Questions:**

- How can technology be used as a tool for artistic expression?
- How can art communicate various ideas, feelings, and views?

### **Student Learning Objectives:**

*Students will know and be able to...*

- Draw a straight line
- Split paths
- Add arrowheads
- Draw Bezier curves
- Editing curves
- Transform and scale curves

### **Possible Activities**

- Students practice with the pen tool by creating an illustration of a pear.

## **Unit 3: Working with Layers (Photoshop & Illustrator)**

**Duration:** 2-3 weeks

**Overview:** Layers let you organize your work into distinctive levels that can be edited and viewed as individual units. Every Adobe Photoshop and Illustrator document contains at least one layer. Creating multiple layers in your artwork lets you easily control how artwork is printed, displayed, and edited.

**Standards:** 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.3.12.D.3; 1.4.12.B.3

**Technology:** 8.1.12.A.1; 8.1.12.D.1; 8.1.12.A.3; 8.2.12.C.4; 8.2.12.D.3

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

**Cross-Curricular:** NJLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;

### **Essential Questions:**

- How can technology be used as a tool for artistic expression?
- How can art communicate various ideas, feelings, and views?

### **Student Learning Objectives:**

*Students will know and be able to...*

- Work with the layers palette
- Create, rearrange, and lock layers
- Move objects between layers
- Paste layers of objects from one file to another
- Merge layers into a single layer

### **Possible Activities**

- Students manipulate images found on the internet using the layering tool and then combine them by merging layers.

## **Unit 4: Retouching and Repairing**

**Duration:** 2-4 weeks

**Overview:** Photoshop includes a powerful set of cloning tools that makes retouching photographs easy and intuitive. Thanks to the underlying technology supporting these features, even touch-ups of the human face appear so lifelike and natural that it is difficult to detect that a photograph has been altered.

**Standards:** 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.3.12.D.3; 1.4.12.B.3

**Technology:** 8.1.12.A.1; 8.1.12.D.1; 8.1.12.A.3; 8.2.12.C.4; 8.2.12.D.3

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

**Cross-Curricular:** NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;

### **Essential Questions:**

- How can technology be used as a tool for artistic expression?
- How can art communicate various ideas, feelings, and views?

### **Student Learning Objectives:**

*Students will know and be able to...*

- Use the clone stamp tool to eliminate an unwanted part of an image
- Use the healing and patch tool to blend in corrections
- Use the history brush to partially restore an image to a previous state

### **Possible Activities**

- View time lapse photoshop transformation video used in commercial marketing
- Take a picture using iPad and utilize photoshop tools reviewed in this unit to modify the image

## **Unit 5: Painting**

**Duration:** 3-4 weeks

**Overview:** The color and swatches palettes let you apply, modify, and save colors in your artwork. You can paint with HSB, RGB or CMYK colors, grayscale, global process and spot colors, patterns, and gradients of blended colors. With the new brushes palette, you can apply art or patterns to the path of an object.

**Standards:** 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.3.12.D.3; 1.4.12.B.3

**Technology:** 8.1.12.A.1; 8.1.12.D.1; 8.1.12.A.3; 8.2.12.C.4; 8.2.12.D.3

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

**Cross-Curricular:** NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;

### **Essential Questions:**

- How can technology be used as a tool for artistic expression?
- How can art communicate various ideas, feelings, and views?

### **Student Learning Objectives:**

*Students will know and be able to...*

- Paint with, create, and edit colors
- Name and save colors, and build a color palette
- Copy paint attributes from one object to another
- Adjust the saturation of a color
- Paint with gradients, patterns, and brushes

### **Possible Activities**

- Students begin work on a Snapple label project or Google Doodle

## **SUGGESTED MATERIALS AND RESOURCES**

A variety of materials, supplies, and equipment will be used to allow students to develop their knowledge base and skills.

### **Materials**

1. Computer CD-ROMs
2. Opaque projector/art reproduction transparencies
3. Proxima (for PowerPoint portfolios, Internet surfing, and presentations)
4. Videos of artists lives
5. Videos of art techniques

Reference resources: Art history books and computer software that can be found in the IMC and the art rooms. Possible class trips to museums and art galleries.

### **Websites**

<http://www.artres.com/c/htm/Home.aspx>

<http://www.metmuseum.org/home.asp>

<http://www.icp.org/>

<http://www.guggenheim.org>

<http://www.newmuseum.org>

<http://www.moma.org>

### **Resources for Teacher**

De la Croix, Horst, and Richard G. Tansey. *Gardner's Art through the Ages*. 5<sup>th</sup> ed. New York: Harcourt, Brace & World Inc., 1970.

Arnason, H.H. *History of Modern Art*. New York: Abrams Inc., 1977.