

BERKELEY HEIGHTS PUBLIC SCHOOLS  
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL  
ART DEPARTMENT**

**WEB DESIGN**

**#PAS0030**

Curriculum Guide

**Date: September 2017**

**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**

21st century educators face the growing challenge of finding creative ways to keep students engaged. Through inventive uses of technology that make learning exciting and relevant, the Web Design course meets this challenge head on. Students work with Adobe's Creative Suite Dreamweaver software which is an industry-standard technology for web design. The Creative Suite software delivers powerful image-editing tools for students to produce sophisticated graphics for the Web and for print. In Web Design, students will learn how to create and manage websites, build rich interactive interfaces, graphics, text, and video. An active online community provides additional support through forums, blogs, and more. This course will also provide opportunities for students to integrate Adobe Illustrator and Adobe Photoshop software, to create digital images. Throughout the course, students will:

- develop a perceptual awareness and discrimination, which fosters an appreciation of our environment, thereby contributing to the quality of life
- develop self-esteem and self-image, where conformity is non-essential and individuality is encouraged
- develop manipulative and technical skills in the area of web design
- integrate concepts with other learning experiences
- identify and solve problems in visual and technology areas
- promotes confidence, enthusiasm, and a sense of achievement in the practice of art, design, and technology
- express themselves and showcase their knowledge
- work with technology as part of project-based curriculums
- develop the essential, lifelong digital communication skills

Drawing and Painting is a one semester 2.5 credit elective course open to 9-12 grade students and meets a fine arts graduation requirement. Students must have successfully completed Foundations in Studio Art as a prerequisite. It integrates standards from other disciplines, while focusing on the [New Jersey Student Learning Standards for Visual Arts](#). Technology Literacy skills and Career Readiness Practices are emphasized throughout the course.

## **COURSE PROFICIENCIES**

### **COURSE OBJECTIVES**

1. To utilize prior knowledge and skills that strengthens and heightens 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 apply prior knowledge of the elements, media, and unique qualities that encompasses the visual arts.
4. To demonstrate self-awareness, creative-thinking, confidence, collaboration, and risk-taking.
5. To practice critical-thinking skills through observation, description, analysis, interpretation, and evaluation of the artistic content and form in the visual arts.
6. To demonstrate an acceptance of constructive criticism and the ability for ongoing self-evaluation.
7. To demonstrate an awareness and understanding of technology-related careers, leisure activities, and personal life skills.
8. To understand the academic importance of graphic design and its potential for interdisciplinary relationships within the curriculum.
9. To identify historical, social, and cultural influences and traditions that generated artistic accomplishment, throughout the ages, and which continue to shape contemporary art/media.
10. To practice skills for the safe use of art materials and technology.

## **STUDENT PROFICIENCIES**

The student will be able to:

1. Demonstrate skills in the operation of computer hardware and graphic software.
2. Demonstrate an aesthetic awareness of the graphic design field and uses of this medium of expression to create art.
3. Practice and demonstrate self-discipline and analytical skills, as well as familiarity with the critique process.
4. Navigate through graphics design software Dreamweaver, Photoshop and Illustrator, utilizing program tools and features.
5. Examine and identify various art careers in the field of technology.
6. Demonstrate further development of skills learned in art, computer science, web design, and photography through individual and collaborative work.
7. Develop a digital portfolio of work representing personal achievement associated with graphic design, developing and using the skills of critiquing during the process.
8. Understand and utilize the safe use of art materials and technology.

## **METHODS OF EVALUATION**

### **Philosophy**

1. Production
  - a. Craftsmanship: Evidence of skillful and appropriate use of materials.
  - b. Understanding
    - i. Demonstrate understanding of elements and principles of design.
    - ii. 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.
    - i. Originality of idea.
    - ii. Experimentation with imagery materials.
    - iii. Risk-taking – pushing beyond the limitations.
    - iv. Divergent thinking, exploring unusual and diverse solutions to problems.
  - d. Commitment: Ability to pursue an idea or problems.
    - i. Problem solving through multiple drafts and/or significant revision of work.
    - ii. Ability to pursue an idea or conquer a problem.
    - iii. Perseverance to complete work in a timely manner.
2. 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.
3. 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.

### **Evidence**

Rubrics will be used to guide students in addressing and evaluating student proficiency in the following ways:

1. Individual projects
2. Portfolio (Digital and Physical)
3. Classroom participation
4. Assessments
5. Timely completion of work
6. Written work

7. Notebook/journal reflections
8. Class discussion
9. Conferencing

## **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**

**The student will be able to:**

<b>Standards</b>	<b>Course Outline/Student Objectives</b>
<p><b>Standards:</b> 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</p> <p><b>Technology:</b> 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</p> <p><b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p><b>Cross-Curricular:</b> NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;</p>	<p>I. Getting Started (2 weeks)</p> <ul style="list-style-type: none"> <li>A. Setting Preferences</li> <li>B. Modifying the Page Title</li> <li>C. Selecting a CSS Starting Point</li> <li>D. Saving Your Page</li> </ul>
<p><b>Standards:</b> 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</p> <p><b>Technology:</b> 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</p> <p><b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p><b>Cross-Curricular:</b> NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;</p>	<p>II. Customizing Your Workspace (2 weeks)</p> <ul style="list-style-type: none"> <li>A. Using the Property Inspector</li> <li>B. Touring the Workspace</li> <li>C. Personalizing Preferences</li> <li>D. Working with panels</li> <li>E. Defining a site</li> </ul>
<p><b>Standards:</b> 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</p> <p><b>Technology:</b> 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</p> <p><b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p><b>Cross-Curricular:</b> NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;</p>	<p>III. Applying Cascading Style Sheets (2 weeks)</p> <ul style="list-style-type: none"> <li>A. Defining a Dreamweaver Site</li> <li>B. Changing Properties</li> <li>C. Creating new CSS rules</li> </ul>
<p><b>Standards:</b> 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</p> <p><b>Technology:</b> 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</p> <p><b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p>	<p>IV. Working With Text (2 weeks)</p> <ul style="list-style-type: none"> <li>A. Entering Headlines and Body Text</li> <li>B. Importing External Text</li> <li>C. Modifying an existing CSS layout</li> </ul>

<p><b>Cross-Curricular:</b> NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;</p>	
<p><b>Standards:</b> 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</p> <p><b>Technology:</b> 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</p> <p><b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p><b>Cross-Curricular:</b> NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;</p>	<p>V. Designing With Images (2 weeks)</p> <ul style="list-style-type: none"> <li>A. Preview Completed File</li> <li>B. Inserting an Image</li> <li>C. Using Background Images</li> <li>D. Working with Photoshop</li> </ul>
<p><b>Standards:</b> 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</p> <p><b>Technology:</b> 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</p> <p><b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p><b>Cross-Curricular:</b> NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;</p>	<p>VI. Inserting Links (2 weeks)</p> <ul style="list-style-type: none"> <li>A. Linking to Internal Site Pages</li> <li>B. Creating an External Link</li> <li>C. Setting-up Email Links</li> </ul>
<p><b>Standards:</b> 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</p> <p><b>Technology:</b> 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</p> <p><b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p><b>Cross-Curricular:</b> NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;</p>	<p>VII. Page Layout (2 weeks)</p> <ul style="list-style-type: none"> <li>A. Creating Layout</li> <li>B. Exporting CSS Styles</li> <li>C. Updating a template</li> </ul>
<p><b>Standards:</b> 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</p> <p><b>Technology:</b> 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</p> <p><b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p><b>Cross-Curricular:</b> NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;</p>	<p>VIII. HTML Basics (2 weeks)</p> <ul style="list-style-type: none"> <li>A. What is HTML?</li> <li>B. Writing your own HTML code</li> <li>C. HTML 5</li> </ul>
<p><b>Standards:</b> 1.4.12.B.2; 1.4.12.B.1; 1.3.12.D.3; 1.4.12.A.2</p>	<p>IX. Use Evaluation And Reflection To Grow As An Artist (1 week; ongoing)</p> <ul style="list-style-type: none"> <li>A. Have a Sense of Self as an Artist</li> </ul>

<p><b>Technology:</b> 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</p> <p><b>21st Century:</b> CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p><b>Cross-Curricular:</b> NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;</p>	<ul style="list-style-type: none"> <li>B. Have the Ability to Self-Critique</li> <li>C. Ability to Participate in a Class Critique</li> <li>D. Identify Career Opportunities in Graphic Design</li> <li>E. Ethical Behavior and Work Ethic</li> </ul>
---	---

## **SUGGESTED MATERIALS**

### **Websites:**

[www.youtube.com](http://www.youtube.com)

[www.lydia.com](http://www.lydia.com)

[www.learndreamweaver.com](http://www.learndreamweaver.com)

### **Resources for Teacher**

Adobe Dreamweaver CS6 Professional

Adobe's Classroom in a Book

Adobe Dreamweaver CS6 Professional Tutorials