BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

GOVERNOR LIVINGSTON
ART DEPARTMENT

<u>Graphic Design</u>
Course #VPS0014

Curriculum Guide

Date: September 2019
Updated: December 2019

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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

Graphics Design provides instruction in, and opportunities to use, graphic design computer software such as Adobe Illustrator and other software programs in the Creative Suite package. Students learn to create curves, lines, and shapes to make objects that can be colored, moved, duplicated, scaled, and rotated. Exposure to a variety of activities and hands-on demonstrations allow students to develop skill and expertise in using graphics design software to create art projects. Graphics Design also offers students the opportunity to develop skills in the area of critiquing their own work, as well as evaluating the work of other designers. Students can be creative and have fun with computer generated art in this field of the arts. This course provides an opportunity to use the technology environment as a medium of creativity and expression.

The Graphics Design 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;
- Furthers the development of self-esteem and self-image, where conformity is non-essential and individuality is encouraged;
- identifies historical, social, and cultural influences and traditions, which generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts;
- Exposes students to other cultures past and present;
- Addresses individual student growth;
- Allows for the development of manipulative and technical skills in the area of graphic design;
- Connects art to other learning experiences;
- Identifies and solves problems in visual and technology areas; and
- Promotes confidence, enthusiasm, and a sense of achievement in the practice of art design and technology.

Graphics Design is a one semester, 2.5 credit elective course open to all 9-12 graders and meets a fine arts graduation requirement. 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 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 identify historical, social, and cultural influences and traditions that generated artistic accomplishments throughout the ages and which continue to shape contemporary art.
5. To demonstrate self-awareness, creative-thinking, confidence, self-discipline, collaboration, and risk taking.
6. Exhibit leadership for digital citizenship.
7. To acquire an understanding of graphic design software and be able to produce professional quality art work.
8. Apply existing knowledge to generate new ideas, products or processes.
9. To demonstrate an awareness and understanding of art-related careers, leisure activities,   and personal life skills.
10. All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

STUDENT PROFICIENCIES

The student will be able to:

1. Demonstrate an aesthetic awareness of computer generated graphics.
2. Create a work of art based on perceptual and technical skills, with an eye on creativity.
3. Navigate through graphics design software utilizing program tools and features.
4. Identify and become familiar with contemporary computer generated artwork and related historical, social, and cultural influences.
5. Recognize and utilize various design elements and media in their artwork.
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 and give 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. Identify and articulate the historical, social, and cultural influences and traditions artistically, over time.

METHODS OF EVALUATION

I. Production
    A. Craftsmanship: Evidence of skillful and appropriate use of materials.
    B. Understanding:
        1. Demonstrates 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 works.

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.

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

ELL's
- 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

504's
- 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
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- 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

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SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

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Unit 1: Understanding the Workshop and Tools
Duration: 3 weeks

Overview: To make the best use of the extensive drawing, painting, and editing capabilities in Adobe Illustrator, it is important to learn how to navigate the work area. The work area consists of the artboard, the scratch area, the toolbox, and the default set of floating palettes. Students also explore the capabilities of the palette and begin building an understanding of layers. Layers let you organize your work into distinctive levels that can be edited and viewed as individual units. Creating multiple layers lets the creator control how artwork is printed, displayed, and edited. This understanding will be expanded within the context of the following units.

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:
- What are the essential tools necessary to ensure an effective workflow?
- Why are layers necessary for the creation of complex digital illustrations?

Student Learning Objectives:
Students will know and be able to…
- To make the best use of the extensive drawing, painting, and editing capabilities in Adobe Illustrator
- Navigate the work area consisting of the artboard, the scratch area, the toolbox, and the default set of floating palettes.
- Create Your Own Custom Color in the palette tool.
- Paint with patterns and gradients
- Work with the layers palette to create, rearrange, and lock layers, move objects between layers, paste layers of objects from one file to another, and merge layers into a single layer

Possible Activities
- Discuss Illustrator's work area and demonstrate the capabilities of tools and palettes for the students using the Proxima as students use their own computers.

- Have students identify the following: Imageable area, Non-imageable area, Edge of page, Artboard, Scratch area, Views (Preview and artwork), Toolbox/hidden tools, View commands, Navigator palette, Status bar, and Context menus
- Provide students the time to explore and create on their own
- Import a previously created drawing file and use the Selection and Direct Selection Tools to select a component of a drawing provided to the students. Cut and paste this selected portion onto a new layer.
- Using the palette, create a custom color and change the color of a line from a previously created drawing.

Unit 2: Creating, Editing, and Combining Objects
Duration: 3 weeks *(Depending on need, this unit may be taught out of sequence)*

Overview: In this unit, students utilize their understanding of the workspace to begin creating, importing, editing and combining objects. Shapes can be created and combined. By doing so, this new group of shapes can be manipulated as an object. Students will use this method of creating simple shapes and combine them to create more complex illustrations.

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 a complex image be broken down into component shapes?
- What tools exist to simplify the processes of creating and modifying shapes?

Student Learning Objectives:
Students will know and be able to…
- Create several basic shapes
- Use a variety of tools to select, scale, rotate, reflect, and distort objects
- Apply more complex selection techniques and utilize the pathfinder menu
- Select various objects and group them into one object.
- Use Live Trace to convert

Possible Activities
- Use vector shapes to create a logo that is a recreation of an image found online. Logo should use only the shape tool. Advanced students can explore additional tools and color but should begin with the base objectives:
  https://helpx.adobe.com/illustrator/how-to/logo-design.html

Unit 3: Drawing and Painting

Duration: 3 weeks *(Depending on need, this unit may be taught out of sequence)*

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. In this unit the students will explore both of these tools and begin to construct an idea about when each tool should be used. Additionally, they will begin to apply color. 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.

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 changes in brush strokes change the texture of a digital image?
- When is is more appropriate to use the pen tool over pencil, brush, or shape tools?

Student Learning Objectives:
Students will know and be able to…
- Draw a straight line and split a path
- Draw different kinds of curves (including Bezier curves) and utilize corner anchor points
- Edit, transform, and scale curves
- Use different art brushes and experiment with changing brush options
- Paint with, create, and edit colors
- Use a color fill with brushes
- Create a pattern brush from the swatches palette
- apply art or patterns to the path of an object.

Possible Activities
- Practice with the pen tool by creating an illustration of a pear.
- Use the Adobe training exercise to work through creating different objects using the pen tool: https://helpx.adobe.com/illustrator/how-to/pen-tool-exercises.html
- Students will explore the different brushes built into Adobe Illustrator by creating as many different brush strokes as possible; students should choose five of these and discuss the circumstances under which they may use each.
- Students will create their own brush strokes and use it in conjunction with the palette to create a textured surface.

- Students can work through different adobe tutorials that will expand the different techniques used to create and use brushes

Unit 4: Typography
Duration: 3 weeks

Overview: Type is visual. Type evokes emotion. Type can make or break a piece of communication. Type often accompanies an image and proper use of type can take an ordinary image and create a stronger, more effective message or mood. In this unit, students explore this idea and utilize tools found in illustrator to easily and efficiently create works that capitalize on type and font.

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 font communicate an idea?

Student Learning Objectives:
Students will know and be able to…
- Differentiate between features of different fonts
- Explain the importance that font and typeface bring when communicating idea Import a text file and change the attributes of the text
- Use several different tools to wrap text around a graphic
- Create text outlines using paths and shapes
- Create type masks

Possible Activities
- Given a series of pictures or graphics, students will choose a font type and slogan that they feel expresses the essence of the picture. Student will include a justification.
- Brainstorm a list of words/phrases that represent who you are; using these, create a typographic collage. The collage must incorporate at least five different fonts.
- Research the top 50 most iconic typeface-based logos/fonts: https://99designs.com/blog/logo-branding/logo-fonts/
- Create a business card that is composed only of font but that still draws in the consumer
- Create a typographic illustration; students should experiment with outlining, masking, and with filling the illustration: https://www.youtube.com/watch?v=o8H-dFkbd58

Unit 5: Working with Symbols
Duration: 3 weeks

Overview: A symbol is an art object that you can reuse in a document. For example, if you create a symbol from a flower, you can then add instances of that symbol multiple times to your artwork without actually adding the complex art multiple times. Each symbol instance is linked to the symbol in the Symbols panel or to a symbols library. Using symbols can save you time and greatly reduce file size.With Dynamic Symbols, symbols can share a master shape but different instances of the symbol can have dynamically modified appearances.

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:
- Why are symbols an effective way to manipulate a digital design?

Student Learning Objectives:
Students will know and be able to…
- Apply a symbol instance and make edits to this instance.
- Create an original symbol
- Update a symbol based on edits made in the symbol panel
- Demonstrate advanced knowledge and application of layers (merging layers and adding sub layers)

Possible Activities
- Use your knowledge of other tools in conjunction with your new knowledge of symbols to annotate a map.
- Create a t-shirt design made up primarily of symbols (self-created or taken from the adobe library); design must show evidence that symbols instances have be modified in some way.

Unit 6: Integrating Ideas and Skills
Duration: 3 weeks

Overview: In this unit, students will apply what learned and integrate these skills to complete a series of complex projects. These projects vary depending on the skills of the students and the authentic context that the teachers can situate the project in.

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; 1.4.12.B.2;

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 you use multiple tools and approaches to create a complex graphics project?
- What artistic characteristics are necessary for a design to grab an audience's attention?

Student Learning Objectives:
Students will know and be able to…
- Apply various graphic design skills and illustrator tools to create an original product

Possible Activities
- Students will brainstorm a theme and use this to create a "Google Doodle" graphic design. Once completed, students will explain how their design represents their ideas and discuss the method used to create their product.
- Students will be tasked to create a gum wrapper based on a description or scenario. Students must use a series of skills and pitch their final design to the class.
- After analyzing the advertisement pitch by Snapple, students create their own version of a Snapple bottle.
- Student creates a "Self Image" page that they feel accurately describes themselves. The page should include visuals that they found on the internet, self-created graphics, and text.

SUGGESTED MATERIALS

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

Supplies and Equipment

1. Computer Hardware
2. Proxima
3. Adobe Suite
4. Apple TV
5. Internet
6. Pencils/Paper

Help Websites, Videos, and Tutorials

Official Adobe Tutorials: https://helpx.adobe.com/illustrator/tutorials.html
Blog Compilation of Help Videos:
https://www.creativebloq.com/digital-art/illustrator-tutorials-1232697
Design Program for Illustrator:
https://www.pgsd.org/cms/lib07/PA01916597/Centricity/Domain/202/illustrator_for_beginners_tastytuts.pdf

Additional Resources for Student and Teachers

http://www.metmuseum.org/home.asp
http://www.icp.org/
http://www.guggenheim.org/artscurriculum/lessons/start.php
http://www.frick.org
http://www.newmuseum.org
http://www.moma.org

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