

**Computer Graphics-  
High School**

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**Fair Lawn  
Public Schools**

**Fair Lawn, NJ**

**Fair Lawn School District**

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## **Committee Credits**

**Christine Boos**

**Raquel Malinger**

**Melissa Healey- Facilitator**

**Suzanne Gons- Supervisor**

# Computer Graphics

## I. Course Synopsis

The purpose of Computer Graphics is to introduce the student to the technology and associated skills required by the graphic design industry. The student will develop basic proficiency in the use of the Macintosh platform, the Adobe Creative Suite, and associated peripheral hardware such as digital cameras, scanners, and printers. While this course is designed to complement the Studio Skills course, it is also accessible to the student with no prior coursework. All students will be expected to develop their creativity through the acquisition of technical skills as well as their own style of design.

The historical and cultural aspects of visual communication and graphic design are also explored throughout the course. When appropriate, an awareness of the topic relevance to business and/or industrial applications is provided for each student. The subject matter is presented with an awareness of the National Art Education Association curriculum standards and the New Jersey State Core Curriculum Content Standards.

## II. Philosophy & Rationale

### Fair Lawn District Mission

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that

our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience. We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline; responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

### **Department of Fine Art Mission Statement**

The course offerings of the Fine Art Department provide all Fair Lawn High School students the opportunity to grow aesthetically; to develop and expand a critical awareness of their cultural heritage; and to acquire the skills needed to distinguish the fine from the mundane. The intent is to help students increase their perception and awareness of the environment, to encourage an imaginative and creative approach to problem solving, and to develop self-discipline and confidence. The varied courses offered by the Fine Art Department are designed to challenge all students to achieve higher levels of performance and appreciation.

### **New Jersey Student Learning Standards**

Visual Arts:

Standard 1.1 (the creative process) all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.

Standard 1.2 (history of the arts and culture) all students will understand the role, development, and influence of the arts throughout history and across the cultures.

Standard 1.3 (performance) all students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.

Standard 1.4 (aesthetic responses and critique methodologies) all students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

For more specific details go to: <http://www.state.nj.us/education/cccs/standards/1/index.html>

**Curricula Writing:** The administrators and teachers of the Fair Lawn Public Schools are committed to writing, researching, and producing curricula in all subject areas that are aligned with the NJ Student Learning Standards. Curriculum is designed to be a living document – added to, edited, and enhanced at any time. Standing committees of teachers and administrators meet on a routine basis to monitor the effectiveness of our curriculum. The process used by the educators of the Fair Lawn Schools is rigorous and reflective in examining all facets of the foundational documents, upon which our curricula is based, to ensure for this alignment. In all curriculum writing, particular emphasis is given to employing the most current, research based instructional and assessment strategies available at the time. These strategies are continually updated and refined as new knowledge and pedagogy becomes widely accepted and proven successful in the field of education.

### **21st Century Competencies and Standards**

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Fair Lawn Public Schools believe that to prepare our students for the world of tomorrow, we must enhance today's learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century. Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, the Fair Lawns Public Schools embraces the teaching of 21st Century Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success. There

are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows. Click on the link for more information <http://www.state.nj.us/education/cccs/standards/9>

### III. Benchmarks

- Students will be able to identify the purpose and function of the graphic design profession in both historical and contemporary contexts.
- The student will be able to identify the elements and principles of design among various forms of visual communication through viewing, discussing and producing works of art.
- The student will develop knowledge of materials and media required to produce graphic design solutions.
- The student will learn hand skills and techniques required in graphic design production.
- The student will demonstrate an understanding of the appropriate application of various materials, media, skills and techniques, through the completion of graphic design solutions.
- The student will build a technical vocabulary needed to communicate between designers/artists/creative directors and other industry professionals.
- The student will develop a ‘personal repertoire’ of skills and techniques through the development of graphic design solutions.
- The student will understand the value of superior craftsmanship by participating in critiques.
- The student will be able to understand and utilize appropriate vocabulary in discussing, both written and verbal, their work and the work of others.

### IV. Scope & Sequence

#### Marking Period 1

#### Unit I Design in the Digital Age

#### Overview of Contemporary Graphic and Digital Media

The student will explore the history and development of graphic design and digital media by viewing, discussing and producing works of art. The student will explore advances in technology as they relate to the fields of graphic design and digital media, and how they have impacted society and culture.

### **Unit II -Studio & Lab Procedures**

#### **Studio Procedures, Tools & Safety**

The student will demonstrate an understanding of the proper use various design mediums within the graphic design studio, the tools associated with applying these mediums, and proper studio safety and clean up procedures.

### **Unit III - The Macintosh Operating System**

#### **Apple Computer & The Macintosh OS Environment**

The student will demonstrate an ability to use an Apple computer, the Macintosh OS, and relevant software.

### **Unit IV - Adobe Illustrator**

#### **Digital Illustration**

The student will demonstrate basic proficiency in the use of Adobe Illustrator as a design tool. The student will be able to identify the appropriate application and use of Adobe Illustrator as a design tool, as it relates to graphic design. The student will understand and utilize appropriate vocabulary and technical terms in discussing, both written and verbal, the Adobe Illustrator software.

### **Unit V - Logos/Symbols/Pictograms**

#### **Designing Information Graphics**

The student will identify the components of a logo, symbol and pictogram. The student will utilize the elements and principles of design to skillfully combine type and visuals in a coherent unit, in order to communicate meaning. The student will explain the influence of logos/symbols/pictograms on the development of society and culture. The student will understand that logos/symbols/pictograms are information graphics by discussing, both written and verbal, logos/symbols/pictograms design and participating in the logos/symbols/pictograms design process.

### **Unit VI - Digital Imaging & File Sharing**

#### **Digital Cameras, Scanners & Printers**

The student will demonstrate basic proficiency in the use of digital cameras, scanners and printers for the purpose of image capture and manipulation. The student will understand and utilize appropriate vocabulary and technical terms in discussing, both written and verbal, the use of various types of digital hardware.



## **Marking Period 2**

### **Unit VII - Adobe Photoshop**

#### **Digital Image Manipulation**

The student will demonstrate basic proficiency in the use of Adobe Photoshop as a design tool. The student will be able to identify the appropriate application and use of Adobe Photoshop as a design tool, as it relates to graphic design. The student will understand and utilize appropriate vocabulary and technical terms in discussing, both written and verbal, the Adobe Photoshop software.

### **Unit VIII - Poster Design**

#### **The Purpose of Posters**

The student will become acquainted with the history of posters and understand how their development has impacted society and culture. The student will understand the integration of concept with type and visuals in poster design by discussing, both written and verbal, poster design and participating in the poster design process.

### **Unit IX - InDesign**

#### **Publication Design and Construction**

The student will demonstrate basic proficiency in the use of Adobe InDesign as a design tool. The student will be able to identify the appropriate application and use of Adobe InDesign as a design tool, as it relates to graphic design. The student will understand and utilize appropriate vocabulary and technical terms in discussing, both written and verbal, the Adobe InDesign software.

### **Unit X - Publication Design**

#### **Editorial and Visual Harmony**

The student will become acquainted with the history of publication design and understand how its development has impacted society and culture. The student will identify the various types of publication design, including traditional print and contemporary digital manifestations. The student will understand that publication design is both editorial and promotional by discussing, both written and verbal, publication design and participating in the publication design process.

**Unit XI. Package Design****Form vs. Function**

The student will become acquainted with the history of package design and understand how its development has impacted society and culture. The student will identify the various types of package design and be able to explain their function as a part of larger brand identity. The student will understand that package design must inform, enclose and persuade by discussing, both written and verbal, package design and participating in the publication design process.

**Unit XII. Advertising, Visual Identity & Branding****The Purpose & Value of Advertising**

The student will become acquainted with the history of advertising design and how it has developed across societies and cultures. The student will grasp the purpose and value of advertising as it relates to contemporary society and culture. The student will understand that advertising is inseparable from American popular culture, by discussing, both written and verbal, advertising design and participating in the advertising design process.

**Unit XIII. Art Criticism****Critical Analysis**

The student will understand and utilize appropriate vocabulary in discussing, both written and verbal, their work and the work of others.

**V. Unit Descriptions****Unit I. Design in the Digital Age****Overview of Contemporary Graphic and Digital Media**

Goal 1: The student will explore the history and development of graphic design and digital media by viewing, discussing and producing works of art. The student will explore advances in technology as they relate to the fields of graphic design and digital media, and how they have impacted society and culture.

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**

**The student will be able to:**

- 1.1. Define graphic design. (1.2)
- 1.2. Understand the place graphic design has in the contemporary world. (1.2)
- 1.3. Become familiar with the major categories and specializations in graphic design and advertising professions. (9.1, 9.3, 9.4)
- 1.4. Become acquainted with the nature and impact of graphic design and visual communication on society. (1.2)
- 1.5. Explain the development of ethical practice in graphic design and visual communication. (1.2)
- 1.6. Outline the historical evolution of graphic design and visual communication. (1.2)
- 1.7. Identify key individuals that have contributed to the field of graphic design and visual communication. (1.2)

**Essential Questions/ Sample Conceptual Understandings**

**Essential Questions**

What is the significance of graphic design?

What is the role of the contemporary graphic design professional?

**Enduring Understandings**

Design matters; visual communication contributes to society in a number of ways, from driving the economy to informing the public.

It is the designer's responsibility to give visual form to messages and communication in a compelling and ethical manner.

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**Instructional Tools:**

PowerPoint: Introduction to Graphic Design

PowerPoint: The History of Graphic Design

**Resources:**

Meggs' History of Graphic Design, Philip B. Meggs, 2005

**Learning Activities:**

Small group activity: Students will compare and contrast the package designs of several consumer products. Students will then analyze the appeal of the consumer products based solely on their packaging

design. Each group will present a summary of their analysis to the class. (*knowledge, analysis*)

Design assignment: As a class, create an assemblage of graphic design ephemera and refuse. Discuss the influence of these elements on purchasing decisions and attitudes, and how these elements define the group and the individual. (*synthesis, application, analysis*)

## **Unit II - Studio Procedures**

### **Studio Procedures, Tools & Safety**

Goal 2: The student will demonstrate an understanding of the proper use various design mediums within the graphic design studio, the tools associated with applying these mediums, and proper studio safety and clean up procedures.

### **Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)**

#### **The student will be able to:**

- 2.1. Identify daily safety measures that must be done to ensure a safe learning environment. (1.2)
- 2.2. Identify the mediums and tools used in the graphic design studio and their proper functions. (1.2)
- 2.3. Develop problem-solving skills based on established knowledge in safe handling of equipment and materials. (1.2)

### **Essential Questions/ Sample Conceptual Understandings**

#### **Essential Questions**

How is maintaining safe working procedures essential to the learning process?

How does a designer safely and responsibly use materials, tools and processes in creating a work of art?

#### **Enduring Understandings**

Safety is paramount to success in any lab/studio setting.

Safe and appropriate use of materials, tools and processes results in strong artistic skills and craftsmanship.

### **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

#### **Instructional Tools:**

PowerPoint: Introduction to Studio Procedures

**Learning Activities**

Class activity: Tour spaces of classroom where design materials are stored with a discussion of safety rules for each area. (*knowledge*)

Small group activity: Each group is distributed a collection of materials and tools. They are to identify each of the materials, utilizing the provided vocabulary list. (*knowledge, application*)

Small group activity: Each group will draw three scenarios from a deck of cards. Each card has a problem on it that might be encountered in class. Using the information provided in class, define a solution to the problem and, if possible, how it may have been prevented. (*application, analysis, synthesis*)

**Unit III. Universal Studio Techniques****Measuring, Cutting, Scoring, Adhesives & Imaging**

Goal 3: The student will demonstrate an understanding of universal studio tools and the appropriate techniques of application, including but not limited to; basic measurement, cutting and scoring, adhesives, and non-digital imaging media.

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)****The student will be able to:**

- 3.1. Demonstrate an understanding of how to read a ruler in both metric and imperial systems.
- 3.2. Demonstrate the ability to use basic mathematical skills (addition, subtraction, multiplication and division).
- 3.3. Demonstrate an ability to convert fractions to decimals.
- 3.4. Demonstrate an ability to use various cutting tools, and differentiate techniques for cutting materials of varying composition.
- 3.5. Identify the purpose of scoring, and demonstrate proper techniques and application for scoring materials of varying composition.
- 3.6. Identify various types of adhesive and their appropriate application.
- 3.7. Demonstrate an understanding of the implementation of non-digital imaging media.

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

Why is mastery of specific studio tools essential to the success of design?

**Enduring Understandings**

Proper technique is essential to successful outcomes; proper technique can only be achieved through mastery of tools.

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model****Materials:**

Measuring tools, cutting and scoring tools, adhesives, non-digital imaging media paper, mat board and foam board.

**Large Group Learning Activities:**

Demonstration of various studio tools accompanied by safety reviews of each. (*knowledge*)

**Individual Learning Activity:**

Guided practice:

Students will create a paper self-portrait that is frame matted, using the techniques demonstrated in class, in order to develop proficiency in the use of specific studio tools, and a greater understanding of their function. (*application, synthesis*)

**Assessment**

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful Completion, and Effort.

**Unit III. Universal Studio Techniques****Measuring, Cutting, Scoring, Adhesives & Imaging**

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- 3.3. Demonstrate an ability to convert fractions to decimals.
- 3.4. Demonstrate an ability to use various cutting tools, and differentiate techniques for cutting materials of varying composition.
- 3.5. Identify the purpose of scoring, and demonstrate proper techniques and application for scoring materials of varying composition.
- 3.6. Identify various types of adhesive and their appropriate application.
- 3.7. Demonstrate an understanding of the implementation of non-digital imaging media.

### **Essential Questions/ Sample Conceptual Understandings**

#### **Essential Questions**

Why is mastery of specific studio tools essential to the success of design?

#### **Enduring Understandings**

Proper technique is essential to successful outcomes; proper technique can only be achieved through mastery of tools.

### **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

#### **Materials:**

Measuring tools, cutting and scoring tools, adhesives, non-digital imaging media paper, mat board and foam board.

#### **Large Group Learning Activities:**

Demonstration of various studio tools accompanied by safety reviews of each. (*knowledge*)

#### **Individual Learning Activity:**

Guided practice:

Students will create a paper self-portrait that is frame matted, using the techniques demonstrated in class, in order to develop proficiency in the use of specific studio tools, and a greater understanding of their function. (*application, synthesis*)

#### **Assessment**

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful Completion, and Effort.

## **Unit IV Fundamentals of Graphic Design**

### **The Formal Elements of Design**

Goal 4: The student will identify the elements of design, and demonstrate an understanding of their application, among various forms of visual communication by viewing, discussing and producing works of art.

### **Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**

#### **The student will be able to:**

- 4.1 Identify the formal elements of design in visual communication: line, shape, value, color, texture, format. (1.1,1.2,1.3)
- 4.2 Demonstrate an understanding of the application of the formal elements of design in visual communication. (1.1,1.2,1.3)

### **Essential Questions/ Sample Conceptual Understandings**

#### **Essential Questions**

How can using lines and shapes in design help to create visual hierarchy? How does color affect audience response?

#### **Enduring Understandings**

Using lines and shapes within a design creates visual hierarchy by visually organizing the graphic space. Color is the most powerful visual element recognized by a viewer, and can elicit strong emotional responses.

### **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

#### **Resources:**

Graphic Design Solutions, Robin Landa, 2006.

**Large Group Learning Activities:** Demonstration and discussion of the formal elements of design; identity, function, and implementation.(*knowledge*)

#### **Individual Learning Activity:**

Guided practice:

Students will engage in a series of projects that explore the concepts related to the formal elements of design, including but not limited to: line warp illusion, the four squares project, color palette creation,



value scale creation, visual texture from rubbings and blottings, format manipulation.(**synthesis, analysis, application**)

#### **Assessment**

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful Completion, and Effort.

### **Unit V. Fundamentals of Graphic Design**

#### **The Formal Principals of Design**

Goal 5: The student will identify the principles of design, and demonstrate an understanding of their application, among various forms of visual communication by viewing, discussing and producing works of art.

#### **Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**

##### **The student will be able to:**

- 5.1 Identify the formal principles of design in visual communication: balance, symmetry, emphasis, rhythm, unity, correspondence, alignment, flow. (1.1,1.2,1.3)
- 5.2 Demonstrate an understanding of the application of the formal principles of design in visual communication. (1.1,1.2,1.3)

#### **Essential Questions/ Sample Conceptual Understandings**

##### **Essential Questions**

Why is an understanding of balance and symmetry essential to the success of a design? What methods can be used to create visual emphasis while maintaining unity in a design?

##### **Enduring Understandings**

Mastery of balance and the appropriate application of (a)symmetry in a design creates a sense of flow and hierarchy, making it visually legible and aesthetically successful.

In order to maintain unity in a design while emphasizing key elements, a designer should limit the number of elements that are altered (i.e., change color while maintaining scale, change alignment while maintaining shape, etc.).

#### **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary**

### **Activities / Assessment Model**

#### **Resources:**

Graphic Design Solutions, Robin Landa, 2006.

**Large Group Learning Activities:** Demonstration and discussion of the formal principles of design; identity, function, and implementation. (*knowledge*)

#### **Individual Learning Activity:**

Guided practice:

Students will engage in a series of projects that explore the concepts related to the formal principles of design, including but not limited to: deconstruction of symmetry through balance, creating a focal point, creating visual hierarchy, using alignment to achieve unity, letterforms as positive and negative space. (**synthesis, analysis, application**)

#### **Assessment**

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful Completion, and Effort.

### **Unit VI. The Graphic Design Solution**

Goal 6: The student will demonstrate an understanding of the components of a graphic design solution and become skilled in methods for concept generation.

#### **Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**

##### **The student will be able to:**

- 6.1 Identify the components of the graphic design solution. (1.1, 1.2, 1.3, 1.4)
- 6.2 Utilize a design brief in the development of a design solution. (1.1, 1.2, 1.3, 1.4)
- 6.3 Demonstrate an understanding of the processes and phases of designing. (1.1, 1.2, 1.3, 1.4)
- 6.4 Demonstrate an understanding of the need to critique work. (1.4)
- 6.5 Develop a vocabulary and method for critique. (1.4)

#### **Essential Questions/ Sample Conceptual Understandings**

##### **Essential Questions**

Why is the development and use of a design brief essential to the design

process? How do designers ensure that they are meeting the objectives of the assignment? Why is critique an important component of the design process?

### **Enduring Understandings**

The design brief acts as an outline, helping a designer to organize the strategy, concept, design, production and execution of a project.

Designers constantly refer to the design brief.

Critique is essential to the continued successful development of a design concept; having another person analyze a concept may bring fresh ideas and perspectives to the table.

### **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

#### **Instructional Tools**

PowerPoint: The Graphic Design Solution/The Design Brief

Handout: The Design Brief

#### **Resources:**

Graphic Design Solutions, Robin Landa, 2006.

#### **Large Group Learning Activities:**

Students will engage in an overview of the function and structure of the design brief and how it is an integral part of the development of graphic design solutions. (*knowledge*)

Students will participate in a demonstration (teacher led) critique of an existing visual communication project, (packaging, advertising, etc.).

#### **Individual Learning Activity:**

Guided practice:

Students will deconstruct an existing design through backwards analysis with a design brief, and develop alternative solutions to the perceived problem. (*application, analysis, synthesis*)

#### **Assessment**

Project Grading Rubric based on the following: Creativity, Successful Completion, and Effort.

## **Unit VII. The Design Process-Typography**

Goal 7: The student will demonstrate an understanding of type definitions and nomenclature, the classification and structure of type, and the principles of designing with type.

### **Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**

#### **The student will be able to:**

- 7.1 Demonstrate knowledge of type definitions and nomenclature.
- 7.2 Demonstrate knowledge of type measurements, basic specifications, and classifications.
- 7.3 Identify the parts of letters.
- 7.4 Demonstrate knowledge of the three types of spacing.
- 7.5 Understand the relationship of type and visuals.
- 7.6 Use type creatively and expressively.

### **Essential Questions/ Sample Conceptual Understandings**

#### **Essential Questions**

What is the difference between calligraphy, lettering and type? Why is the relationship between type and images important?

Why does a graphic designer need to master the three types of spacing?

#### **Enduring Understandings**

Calligraphy is drawn by hand, lettering is custom designed and executed through both digital and conventional methods, and type is produced by mechanical means.

To fully express a visual communication message with type and image, a designer must pay attention to the relationship between those two elements and create a harmonious balance between the two. Mastery of spacing is integral to achieving the most legible and aesthetically successful designs.

### **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

#### **Instructional Tools:**

PowerPoint: An Introduction to Typography

**Large Group Learning Activities:**

Students will participate in a discussion on the definition of type and its associated nomenclature, including how to measure type and classify it. (*knowledge*)  
Students will participate in a discussion on the structure of type and the parts of letters. (*knowledge*)

**Individual Learning Activity:**

Guided practice:

Students will design their name in a typeface and style that is representative of their personality. (*application, synthesis*)

Students will create an original illustration that defines a word. (*application, synthesis*)

Students will create an illustration that tells a story, composed entirely of type as graphic elements. (*knowledge, analysis, application*)

**Assessment**

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful Completion, Effort.

**Unit VIII . The Design Process-Layout**

Goal 8: The student will demonstrate an understanding the meaning and interconnected goals and functions of a layout.

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)****The student will be able to:**

- 8.1 Recognize the importance of format in any layout. (1.1,1.2,1.3)
- 8.2 Comprehend the fundamental principles governing the layout of a page. (1.1,1.2,1.3)
- 8.3 Understand the need to fit visual elements into a limited space and have them function effectively. (1.1,1.2,1.3)
- 8.4 Demonstrate an understanding of how to design with a grid. (1.1,1.2,1.3)

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

What is the role of format, and how does it affect a layout?

**Enduring Understandings**

Format can be regarded as the shape, or space, within which a design is contained. Therefore the layout of any given design is dependent upon its format.

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model****Resources:**

PowerPoint: Layout, Format, and the Grid: Defining Visual Space

**Large Group Learning Activities:**

Students engage participate in a discussion on the function of format and layout, and how to generate visual hierarchy. (*knowledge*)

Students will complete an activity that asks them to identify specific (publications and/or package designs) based on their formats and layouts. (*analysis, synthesis*)

**Individual Learning Activity:**

Guided practice:

Students will design several basic layouts using a simple grid through collage techniques. (*application, synthesis*)

Students will design a two page magazine spread based on the grid system of a pre-existing publication of their choice, following the standards established by that publication.

**Assessment**

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful Completion, Effort.

## **Unit IX. Art Criticism**

Goal 9: The student will understand and utilize appropriate vocabulary in discussing, both written and verbal, their work and the work of others.

### **Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**

#### **The student will be able to:**

- 9.1 Identify appropriate vocabulary to explain individual paintings (1.1,1.3, 1.4)
- 9.2 Identify the elements of art and principles of design and apply them to individual paintings (1.3)
- 9.3 Create a written critical analysis of a painting (1.1,1.3,1.4) (English Language Common Core State Standards – W.9-10.1, W.11-12.1. W.9-10.2, W.11-12.2,)

### **Essential Questions/ Sample Conceptual Understandings**

#### **Essential Questions**

How do the elements and principles support each other in a final design solution? How does the critique process help a designer improve their work?

How does the critique process help us to understand and make judgments about an artwork?

#### **Enduring Understandings**

Critiques can improve a designer's approach to their work – they see their work through someone else's eyes. Communicating about art can increase technical skill and problem solving abilities.

### **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

#### **Resources:**

The Critique Handbook: The Art Student's Sourcebook and Survival Guide , Kendall Buster and Paula Crawford, 2009

#### **Learning Activities:**

Distribute guide to critiquing art – discuss model (Describe, Analyze, Interpret, Judge)(*knowledge*)

#### **Class Activity:**

Given a collection of images specific to a period of graphic design, groups of students will produce arguments for why their collection has the strongest examples of each period or style of design.(*evaluation, analysis, comprehension*)

**Individual activity:**

Students will compare and contrast the aesthetic value of a design in the context in which it was created. Students will create a written critical analysis, in paragraph form, using the following guidelines for organization:

- I. Describe
- II. Analyze
- III. Interpret
- IV. Evaluation (*evaluation, analysis, comprehension*)

**Differentiation:**

The artwork could be student-generated or a masterwork. The analysis could include cultural or cross-curricular links.

**VI. Course Materials**

- See Scope and Sequence & Course Descriptions

**VII. Assessments**

- |             |                                   |
|-------------|-----------------------------------|
| Formative:  | Do nows, exit slips               |
| Summatives: | Graded projects, self-evaluations |

**Judgment/Evaluate (fourth paragraph)**

This is a culminating and reflecting activity. You need to come to some conclusions about the artwork based on all the information you have gathered and on your interpretations. Evaluate the craftsmanship and technique.

Q. Does the work communicate an idea?

Q. Are you moved by the work?

Q. Have your thoughts or feelings about the artwork changed since your first impression?

If so, how? What made you change your mind?

Q. If not, can you now explain your first reaction to the work?



Q. What have you seen or learned from this work that you might apply to your own artwork or your own thinking?

### **Idea Sketch**

After critiquing and evaluating this artwork, create several idea sketches and chose one to illustrate what the student could do to improve their work if they were to recreate it from start to finish. You are essentially resolving any problems with the project by redesigning the piece, keeping what you thought was strong in the piece and changing anything you thought was weak or suggesting another option on how to improve the piece or simply to do it differently. Your sketch must clarify the new direction and label areas where you might suggest using any non-traditional materials. Think about some of the other projects you saw during our class critique for inspiration.

Your sketch must have your name and period in the top left corner on a blank piece of paper. The illustration must be detailed, in color that would show the visual changes on the entire piece. You may write descriptive words with arrows pointing to your sketch of materials or techniques you would use to help explain your idea. Use colored pencils to add color to your design, and color neatly as if you were going to present your work to the MoMA store catalogue trying to sell your idea to be produced professionally.

## **VIII. Interdisciplinary Connections and Alignment to Technology standards**

### **Cross Curricular Core Content Standards**

The units in this curriculum reflect the integration of the New Jersey Language Arts/Literacy, Mathematics, Science, Social Studies, Technology Literacy, and 21st-Century Life and Careers Core Curriculum Content Standards.

These integrated standards are:

**Language Arts/Literacy** – CCCS 3.1.E 1-5; 3.1.F 1-2; 3.1.H 1-7; 3.2.A 1-13; 3.2.B 8-10; 3.2.C 1-5, 7, 9; 3.2.D 2, 4, 12; 3.3.A 1-3, 5; 3.3.B 5-6; 3.3.C 1-3; 3.4, 3.5.A 1-8; 3.5.B 1-7; 3.5.C 1-4

**Mathematics** – CCCS 4.2: 4.4.A 1-3; 4.4.B 1-2; 4.4.C 1; 4.5.E 1-3

**Science** – CCCS 5.2.P.A.1; 5.2.8.A.3; 5.2.4.B.1; 5.2.12.C.2

**Social Studies** – CCCS 6.1.P.D.1,2,3,4; 6.1.12.D.3.e; 6.1.12.D.8.b; 6.1.12.D.14.f

**Technology Literacy** – CCCS 8.1; 8.2

**21st-Century Life and Careers** – CCCS 9.1; 9.2

#### 21st-Century Life and Careers – CCCS 9.1; 9.2

Common Core State Standards Initiative (2010) (literacy/Math)

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade K-5 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the K-5 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

## **IX. Modifications for ELL, Special Education, Students at Risk, Gifted**

**What is an accommodation?** An accommodation is an alteration in environment or equipment. Accommodations are changes in material or assessment administration and response format (e.g., setting, timing/scheduling, presentation, or response) that are not intended to alter in any significant way what the material or test measures but may influence the interpretation of assessment results. Accommodations do not change the curriculum so the same grading scale can be used. Due to the complexity of learning a second language, some students may require combining various types of accommodations to fully meet their linguistic needs. Appropriate accommodations should reduce the impact of language on the assessment but not give the English learner (EL) an “unfair advantage” over students not receiving accommodations.

**What is a modification?** A modification is a change in the curriculum or an alteration in what is being measured. Modifications are considered substantial changes in the way an assignment or a test (assessment) is given or taken (e.g. extended time on a speed test for reading fluency, spell checker on a spelling test, calculator on test of computation of basic four operations). Modifications of materials change the content or amount of content in the material.

### **ELs Accommodations and Modification in the Classroom:**

Modification of *materials* includes

- decreasing the amount of work presented or required;
- using videos, illustrations, pictures, and drawings to explain or clarify.

Modification of *instruction* includes

- teaching key aspects of a topic. Eliminate nonessential information.
- tutoring by peers;
- taping classroom lectures;
- having peers take notes or providing a copy of the teacher's notes;
- providing study guides.

### **Special Education Accommodations, Modifications, Strategies, and Supplementary Aids**

**Accommodations** refer to the teaching supports and services that the student may require to demonstrate learning. Accommodations do not lower grade level expectations, but rather provide opportunities for the student to access the curriculum and equalize the opportunity for learning.

**Modifications** are changes made to curricular expectations. Modifications lower grade level expectations by changing or modifying classwork or tests, or altering grading expectations.

**Strategies** refer to skills or techniques that a teacher uses to assist learning.

**Supplementary aids and services** are supports that help student to be educated in the LRE (least restrictive environment) with typical peers.

*Accommodations, modifications, strategies, and supplementary aids and services should be individualized for optimum student success.*

Examples of accommodations:

- preferential seating
- use of computer for written assignments
- provide notes
- allow student to orally clarify test responses
- extended time for tests (up to 50%)
- extended time for homework assignments (up to 50% or 100%)
- test in small group or alternate setting
- read/clarify test questions as needed
- use private cue to refocus attention
- provide written directions and benchmarks for long term assignments and projects
- use alternative form for student to demonstrate course mastery (ex: narrative tape instead of written journal)

Examples of modifications:

- Adjust length or complexity assignments to functional/instructional level of student
- Modify test to reduce demands on memory (use word banks, multiple choice vs. fill-in)
- Pass/fail grading
- Examples of teaching strategies
- Emphasize multi-sensory presentation of data
- Provide verbal as well as written directions
- Emphasize mnemonics and memory tricks
- Monitor homework planner
- Encourage student to paraphrase to check comprehension
- Give directions that are short and specific
- Provide positive reinforcement

Examples of supplementary aids and services:

FM Unit

Assistive Technology (laptop, software, IPAD, IPOD, etc.)

1:1 paraprofessional

Enlarged keyboard

Books on tape

Enlarged print

Augmentative communication device

**Students at Risk Accommodations and Modification in the Classroom:**

Student differences are studied as a basis for planning

Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner need

Focus on multiple forms of intelligence is evident

Multi-option assignments are frequently used

Time is used flexibly in accordance with student need

Multiple materials are provided

Multiple perspectives on ideas and events are routinely sought

The teacher facilitates students' skills at becoming more self-reliant learners

Students help other students and the teacher solve problems

Students work with the teacher to establish individual learning goals

Students are assessed in multiple ways

**Gifted Students Accommodations and Modification in the Classroom:**

Focus on and be organized to include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought

Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge

Enable students to explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world

Encourage exposure to, selection, and use of appropriate and specialized resources

Promote self-initiated and self-directed learning and growth

Evaluations should stress higher level thinking skills, creativity, and excellence in performance.

## APPENDIX I

Category	Written Critique Criteria				
	6	7	8	9	10
<b>Description</b>	Descriptions are not detailed or complete.	Makes a detailed description of some of the subject matter and/or elements seen in a work.	Makes a detailed description of most of the subject matter and/or elements seen in a work.	Makes a complete and detailed description of the subject matter and/or elements seen in a work.	Detailed description of the subject matter and/or elements seen in a work are above and beyond requirements.
<b>Analysis</b>	Student has difficulty	Describes some	Accurately describes	Accurately describes	Accurately

	identifying the dominant elements.	dominant elements and principles used by the artist, but has difficulty describing how these relate to the meaning or feeling of the artwork.	a couple of dominant elements and principles used by the artist and accurately relates how these are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	several dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	describes many dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.
<b>Interpretation</b>	Student has difficulty interpreting the meaning of the work.	Student expresses how the work makes him/her feel personally.	Student identifies the literal meaning of the work.	Forms a somewhat reasonable hypothesis about symbolic or metaphorical meaning and is able to support this with evidence from the work.	Forms an incredible hypothesis about symbolic or metaphorical meaning and is able to support this with evidence from the work.
<b>Evaluation</b>	Evaluates work as good or bad based on personal taste with little to no supporting details.	Tries to use aesthetic criteria to judge artwork, but does not apply the criteria accurately.	Uses 1-2 criteria to judge the artwork.	Uses 3-4 criteria to judge the artwork, such as composition, expression, design, medium, communication of ideas.	Uses more than 4 criteria to judge the artwork, such as composition, expression, design, medium, communication of ideas.
<b>Mechanics and word usage</b>	Grammar, Spelling, word usage is inappropriate; Several errors that severely detract from meaning. Little to no use of elements & principles of design terminology.	Grammar, Spelling, word usage is mostly appropriate; Few errors that do not detract from meaning. Some use of elements & principles of design terminology.	Grammar, Spelling, Word Usage, is appropriate; Little to no errors. Use of elements & principles of design terminology.	Grammar, Spelling, Word Usage, is appropriate; No errors. Good use of elements & principles of design terminology.	Grammar, Spelling, Word Usage, is above expectations; No errors. Incredible use of elements & principles of design terminology.
<b>Total</b>					

