

INACTIVE - Unit 3- Layout - FKA GRAPHIC ARTS

Content Area: **Fine Arts**
Course(s): **Graphic Design**
Time Period: **Marking Period 1**
Length: **4-8 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP	Weeks
Unit 1	1	4-8
Unit 2	1	4-8
Unit 3	2	4-8

Unit Overview

- Commercial Graphics uses computer software to enhance free-hand drawing, letter drawing and painting techniques for commercial advertising, posters and illustrations. Project development incorporates lettering and commercial layout design for publication.

Enduring Understandings

- Adobe Illustrator allows us to quickly and creatively communicate graphic design solutions. Well planned and effective graphic design is critical for electronic and print media projects.
- Understand consumer art as it relates to the public.
- Utilize material (computer and other media) properly as they relate to the creation of a project.
- Develop problem solving skills in relation to consumer advertising.

Essential Questions

1. *What is graphic design and why is it important to communicate visually?*
2. *How do interpersonal and employability skills effect your everyday life and your future?*
3. *Why is it important to identify safety issues and to safely operate equipment utilized in the classroom?*
4. *What are the elements of design and how are they incorporated into a design?*
5. *What is a vector-based design and how is it created?*
6. *How is color used effectively in graphic design?*
7. *What is a raster-based image and how is it created?*
8. *How does the manipulation of size and resolution effect digital images?*
9. *What is the function of the type within a design?*
10. *How do designers use a page layout program?*
11. *What steps does a designer take to design a page layout from concept to final product?*
12. *What are the key developments in the history of visual communication? How did these developments shape our industry?*
13. *What careers are available within the field of graphic designer? What profession are associated with the industry.*
14. *Would I want to become an Illustrator or Graphic Designer? Explain.*

New Jersey Student Learning Standards (No CCS)

0xVPA.1.1.12	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 art.
0xVPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
0xVPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
0xVPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
0xVPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
0xVPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
0xVPA.1.3.12.D.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
0xVPA.1.3.12.D.CS3	The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

0xVPA.1.3.12.D.CS5	Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.
0xVPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
0xVPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
0xVPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
0xVPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
0xVPA.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
0xVPA.1.4.12.A.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
0xVPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
0xVPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
0xVPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
0xVPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
0xVPA.1.4.12.B.CS3	Art and art-making reflect and affect the role of technology in a global society.

Amistad Integration

This section is for units and parts of units that highlight the achievements of African Americans.

SEL.PK-12.1.2

Recognize the impact of one's feelings and thoughts on one's own behavior

Holocaust/Genocide Education

0xSJ.1	Students will develop positive social identities based on their membership in multiple groups in society.
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0xSJ.11	Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
0xSJ.16	Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
0xSJ.17	Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
0xSJ.18	Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
0xSJ.19	Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
0xSJ.6	Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
0xSJ.9	Students will respond to diversity by building empathy, respect, understanding and connection.
0xSJ.AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

Interdisciplinary Connections

0xVPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
0xVPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
0xVPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
0xVPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
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Technology Standards

0xTECH.8.1.12.A	Students demonstrate a sound understanding of technology concepts, systems and operations.
0xTECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
0xTECH.8.1.12.A.CS1	Understand and use technology systems.
0xTECH.8.1.12.A.CS2	Select and use applications effectively and productively.

0xTECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
0xTECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
0xTECH.8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
0xTECH.8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
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21st Century Themes/Careers

0xCAEP.9.2.12.C	Career Preparation
0xCAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
0x ^{CRP.K-} 12.CRP11	Use technology to enhance productivity.
0xCRP.K-12.CRP2	Apply appropriate academic and technical skills.
0xCRP.K-12.CRP4	Communicate clearly and effectively and with reason.
0xCRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
0xCRP.K-12.CRP6	Demonstrate creativity and innovation.
0xCRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
0xCRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Financial Literacy Integration

1. The State Board of Education shall require that a school district incorporate in each of the grades ¹[kindergarten] six¹ through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide ¹[elementary and]¹middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

Instructional Strategies & Learning Activities

Click on the header above, then select the Editor tab to type in your teaching strategies as well as content.

Differentiated Instruction

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Self-Directed Learning
- Critique
- Mastery Learning (feedback toward goal)
- Rubrics
- Mentoring

Formative Assessments

- Daily Teacher Observation of student feedback
- Student critique
- Weekly check point assessments- one on one meetings to discuss progress
- Self-evaluation

Summative Assessment

- Projects
- Final portfolio

Benchmark Assessments

Benchmark - 95% of students in the class will achieve a score of 93 or higher on the summative assessment (Playing exam)

Alternate Assessments

- Oral response to questions in review of material.
- More time allotted for written assignments/assessments.
- Take Home projects/reviews/assessments.

Resources & Technology

- Select Concert Literature
- Macbook Pro- Computer system IOS platform
- Finale Music notation software.
- Apple TV/projector

BOE Approved Texts

- BOE Approved Texts
- Adobe Suite literature

Closure

- "What takeaways from the lesson will be important to know three years from now? Why?"
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Create a cheat sheet during units to use on quizzes.
- Strategize with partners to complete assignments in Photoshop.

- Summarize and compare famous designers and their ideas and styles.

ELL

Such as:

- Alternate responses
- Advance notes
- Extended time
- Teacher modeling
- Simplified written and verbal instructions
- Frequent breaks
- E-Dictionaries

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.

- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

- Focus on effort and practice
- Offer the most difficult first
- Offer choice
- Speak to students interests
- Allow G/T students to work together
- Encourage risk taking