

Digital Illustration

Course Compendium

UNITS OF STUDY*

- Unit 1- *A Visual Graphic Story: Comic Illustration*
- Unit 2- *Adapting the Style of a Famous Artist to Create a New & Unique Artwork*
- Unit 3- *Art on the Move: Travel Poster Design*
- Unit 4- *Character Creation*
- Unit 5- *Check Out My Skin!: Electronic Skin Design*
- Unit 6- *Designing a Wearable Button*
- Unit 7 - *Digital Realism Painting*
- Unit 8 - *Don't Judge a Book by it's Cover: Book Design*
- Unit 9 - *Drawing on Political and Social Ideas*
- Unit 10 - *Drawing to the Sound of Music: Album or Concert Poster Design*
- Unit 11 - *Google It!: Doodle 4 Google Design*
- Unit 12 - *Graffiti in Advertising: A Guerilla Tactic*
- Unit 13 - *Illustration to the Text: Children's Book Design*
- Unit 14 - *Illustrating a Pun*
- Unit 15 - *Movie Poster Design*
- Unit 16 - *Personal Identity Name Logo*
- Unit 17 - *Product Package Design*
- Unit 18 - *Screen Printing: Commercial T-Shirt Design*
- Unit 19 - *Wall High School Tracker Design*
- Unit 20 - *Youth Art Month Design Contest*

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards

Anchor Standards for Reading

DIGITAL ILLUSTRATION 1

Credits: 5

Prerequisites: Art Experience

Grades: 10, 11, 12

This course will develop student understanding of the creative production process involved in the development of advertising, packaging, logo design, commercial art and marketing. Students will use iPad Pros and Apple Pencils to create various projects, including music album art design, book cover design, cell phone skin design, movie poster design, children's book character development and illustration, logo name design, graffiti style product placement design, Wall High School agenda cover design, and political or social cartoon illustration. Students will gain an education in producing and understanding creative and persuasive visual content. Additionally, they will develop traditional hand techniques as well as computer skills, including the use of Procreate and Phonto software for the iPad Pro to form the necessary technical skills needed in the production process. This course has practical applications as it explores real world uses of artistic and creative design.

DIGITAL ILLUSTRATION 2

Credits: 5

Prerequisite: Digital Illustration 1

Gr: 12

This course is designed to offer students additional opportunities to invent highly developed and creative digital illustrated projects based on the foundation principles contained in the curriculum from Digital Illustration 2.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Reading History

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Reading Science & Technical Subjects

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Anchor Standards for Writing

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing History

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology

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.

8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks <p>WIDA Can Do Descriptors for Grade9-12 WIDA Essential Actions Handbook FABRIC Paradigm Wall Township ESL Grading Protocol</p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p>Considerations for Special Education Students 6-12 National Center on Universal Design for Learning - About UDL UDL Checklist UDL Key Terms</p>	<ul style="list-style-type: none"> - Use of high level academic vocabulary/texts - Problem-based learning - Preassess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities <p>Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards Gifted Programming Glossary of Terms</p>
At Risk Learners / Differentiation Strategies		
<ul style="list-style-type: none"> Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading 	<ul style="list-style-type: none"> Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing 	<ul style="list-style-type: none"> Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping

Learning Contracts
Leveled Rubrics
Literature Circles
Multiple Texts
Personal Agendas

Tiered Activities/Assignments
Tiered Products
Graphic Organizers
Choice of Books/Activities
Mini-Workshops to Reteach or Extend
Think-Pair-Share by readiness or interest
Use of Collaboration of Various Activities

Goal-Setting with Students
Homework Options
Open-Ended Activities
Use of Reading Buddies
Varied Product Choices
Stations/Centers
Work Alone/Together