Images and Platforms

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5 Weeks**
Status: **Published**

Brief Summary of Unit

In this advanced exploration of digital imaging and file management, students deepen their understanding of design as a powerful visual language through the creation and analysis of two-dimensional media and on-screen graphics. Through increasingly sophisticated design challenges, students investigate how visual elements and principles work together to communicate ideas, evoke responses, and solve communication problems. Assignments emphasize critical thinking, research, analysis, and creative problem-solving, requiring students to examine the relationship between typography, imagery, aesthetics, message, audience, and intent. Students will develop the ability to make purposeful design decisions based on conceptual development, visual effectiveness, and audience engagement while refining their technical and artistic skills through a variety of studio-based projects, image scanning, retouching workflows, and file optimization.

Revised: August 2026

Essential Questions/Enduring Understandings

Essential Questions: Digital Imaging and File Management Unit

1. Why do digital design programs support multiple file formats, and how does the selection of a file type impact the design process and final output?
2. Why is it important for designers to understand file compatibility when working across different software applications, devices, and production environments?
3. How do the processes of scanning images and importing digital images differ, and what are the advantages and limitations of each method?
4. When and why should designers convert file sizes and file formats to meet specific project requirements and output needs?
5. What output methods are available for presenting and distributing digital design work, including print, web, and multimedia applications, and how does each method influence design decisions?
6. What file formats are most commonly used for digital output and professional production, and what are the strengths and limitations of each?
7. What file formats are most appropriate for on-screen graphics and digital media, and how do they affect image quality, file size, and performance?
8. Why is image retouching an important step in the digital imaging workflow, particularly when working with scanned images?
9. How do file resolution, compression, and format selection influence the quality and effectiveness of a final design product?
10. How can designers make informed decisions about file management and output options to ensure successful communication across multiple media platforms?

Enduring Understandings – Digital Imaging and File Management Unit

1. Different file formats are designed to serve specific purposes, and selecting the appropriate file type is essential for maintaining quality, functionality, and compatibility throughout the design process.
2. Understanding file compatibility enables designers to work efficiently across multiple software applications, devices, and production environments while minimizing technical issues and workflow disruptions.
3. Scanning and importing images are distinct methods of acquiring digital assets, each offering unique advantages and limitations depending on project requirements and source materials.
4. Effective designers understand when and why to convert file sizes and formats to optimize quality, storage, performance, and output for specific applications.
5. Output methods, including print, web, and multimedia formats, influence design decisions and require designers to adapt their work to meet the technical requirements of each medium.
6. Professional digital production relies on a variety of file formats, each with specific strengths, limitations, and intended uses that affect the final outcome of a project.
7. File formats used for on-screen graphics must balance image quality, file size, and performance to ensure effective communication across digital platforms.
8. Image retouching is an essential component of the digital imaging workflow, improving image quality, correcting imperfections, and enhancing visual communication.
9. Resolution, compression, and file format selection directly impact the quality, usability, and effectiveness of digital images and final design products.
10. Successful designers make informed decisions about file management, organization, and output options to ensure consistency, efficiency, and effective communication across multiple media platforms.
11. Technical knowledge of digital imaging and file management is critical to producing professional-quality design work that meets industry standards and client expectations.
12. Effective digital design requires balancing creative objectives with technical considerations to achieve the desired visual and communicative outcome.

Objectives

Students Will Know:

- Students will know that artwork, photographs, and digital documents often require preparation, modification, and optimization to ensure successful output across various media formats.
- Students will know that designers are responsible for providing accurate, properly formatted, and production-ready files for both print and digital output.
- Students will know that a variety of output methods exist, and that each method requires specific preparation techniques, file settings, and production considerations.
- Students will know that preparing designs for printed output differs significantly from preparing files for electronic distribution and on-screen viewing.
- Students will know that selecting appropriate file formats and file sizes is essential for achieving optimal quality, compatibility, and performance across different output devices and platforms.
- Students will know the differences between scanning images and importing digital images, including the advantages, limitations, and appropriate applications of each process.
- Students will know the various finishing and output options available for digital design projects,

including print production, web graphics, digital publishing, disk storage, inkjet printing, laser printing, thermal printing, and other output technologies.
- Students will know that different file formats are designed for specific purposes and that selecting the appropriate format is critical to maintaining image quality, editability, and compatibility.
- Students will know how resolution, compression, color modes, and file management practices affect the quality and effectiveness of final design outputs.
- Students will know the importance of evaluating project requirements and selecting the most appropriate output method to effectively communicate visual information to a target audience.

Students Will Be Skilled At:

- Students will be skilled at selecting and applying appropriate file formats within digital design software based on project requirements and intended output.
- Students will be skilled at identifying and utilizing the correct file formats for artwork, photographs, and documents to ensure successful production and distribution.
- Students will be skilled at evaluating and managing file compatibility across various software applications, operating systems, and production environments.
- Students will be skilled at preparing artwork, photographs, and digital documents for professional print and electronic output.
- Students will be skilled at scanning artwork and photographic images using industry-standard equipment and techniques.
- Students will be skilled at preparing electronic files and importing digital images while maintaining image quality and file integrity.
- Students will be skilled at importing digital images correctly and efficiently into design applications for use in a variety of design projects.
- Students will be skilled at operating scanning equipment safely and effectively to capture high-quality digital images.
- Students will be skilled at resizing and optimizing images appropriately for print, web, and multimedia applications while maintaining resolution and visual quality.
- Students will be skilled at retouching, enhancing, and correcting scanned and imported images to meet professional design and production standards.
- Students will be skilled at preparing and exporting files for a variety of output methods and delivery formats.
- Students will be skilled at archiving, organizing, and transferring digital files through storage media and digital distribution methods, including disk-based and cloud-based workflows.
- Students will be skilled at creating and optimizing graphics for on-screen applications, including websites, presentations, social media, and digital publications.
- Students will be skilled at preparing files for printed output using a variety of production methods, including digital, laser, thermal, and inkjet printing technologies.
- Students will be skilled at evaluating output requirements and selecting the most appropriate file settings, formats, and production methods to achieve desired results.

Learning Plan

SEQUENCE OF TEACHING AND LEARNING EXPERIENCES, INCLUDING HOW TECHNOLOGY SUPPORTS THE INSTRUCTIONAL PROCESS:

Students will demonstrate learning through active participation in classroom discussions, question-and-answer sessions, collaborative learning activities, and project-based experiences. Students will complete a variety of assignments related to digital imaging and file preparation, including scanning artwork and photographs, importing digital images, preparing computer graphics, and managing electronic files through proper naming conventions, file formats, resolution settings, and file size optimization.

Writing Prompt (Example):

You have been hired to design a brochure promoting a high school soccer camp. Using photographs taken with a digital camera, along with additional images that require scanning, explain the complete process for importing digital images, scanning artwork and photographs, retouching and enhancing images, and preparing the final layout for digital output. Be sure to identify the file formats, resolution settings, and file sizes that would be most appropriate for the project and explain the rationale for your choices.

1. **Teacher-led instruction on scanning and image importing processes**, including demonstrations of industry-standard workflows and best practices for digital image acquisition.
2. **Student exploration and guided class discussions** examining common file formats, their characteristics, and their appropriate applications in graphic design and digital media production.
3. **Hands-on lesson and laboratory activities focused on scanning artwork and photographs**, emphasizing image quality, resolution settings, and proper scanner operation.
4. **Hands-on lesson and laboratory activities focused on importing digital images**, including file management, organization, and image preparation techniques.
5. **Project-based learning activities involving the scanning and importing of images**, allowing students to apply technical skills within authentic design scenarios.
6. **Teacher-led instruction on electronic file preparation**, including proper file naming conventions, file organization, resolution settings, file size optimization, compression methods, and format selection for various output requirements.
7. **Project-based learning experiences involving the creation and optimization of on-screen graphics**, requiring students to apply file preparation, image editing, and output techniques. Each project will incorporate career connections within the graphic design, digital media, and communications industries and culminate in a student presentation, teacher assessment, and student self-assessment using a standards-based rubric.
8. **Class discussions and research activities focused on output methods and production technologies**, exploring the advantages, limitations, and applications of various output devices and delivery formats.
9. **Teacher-led lesson series on digital and print output options**, including web graphics, digital publishing, laser printing, inkjet printing, thermal printing, and file distribution methods. Lessons will incorporate technology resources such as Smart Board presentations, internet-based research, digital imaging software, and collaborative learning tools. Student work will be assessed through project outcomes, teacher evaluation, and self-assessment using established rubrics.
10. **Audience and Community Relevance:** Students will understand the purpose of a specific project and how elements of work can influence a community or their targeted audience.
11. **Unit Assessment:** Students will complete a comprehensive unit assessment designed to evaluate their understanding of digital imaging, file management, image preparation, output methods, and production workflows. Students will present their final project to peers and prepare for display.

12. **Portfolio:** Prepare all work for portfolio development.

Assessment

Formative

answer essential questions

exit ticket

meaningfully participate in guided question and answer sessions, group and individual discussions, and show an understanding of the purpose of the unit lesson(s), and their key terms and concepts.

Summative

Design and create a culminating project (such as a multi-platform promotional campaign) that demonstrates proper file preparation, image optimization, and appropriate format selection for both print and digital output

Benchmark

Midterm Exam/Final Exam

Alternative Assessment

Present the project to peers and/or the community.

Complete writing prompt:

Complete writing prompt.

Materials

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    - Online design examples, tutorials, and step-by-step instructional guides demonstrating the use of Adobe Illustrator tools, design techniques, and professional graphic design practices.
    - Teacher-created demonstrations and instructional presentations modeling design concepts, software techniques, creative problem-solving, and project expectations.
    - Former student examples showcasing successful projects, logo designs, layouts, and applications of the elements and principles of design to provide students with reference points and inspiration.

- Professional graphic design samples from advertisements, logos, branding materials, websites, posters, packaging, and digital media used for analysis and discussion.
- Printed and digital handouts covering Adobe Illustrator tools, keyboard shortcuts, vocabulary, design terminology, project guidelines, and design process strategies.
- Class notes and guided lecture materials related to the elements and principles of design, typography, color theory, composition, branding, and visual communication.
- Instructional reference sheets and design process organizers to support brainstorming, sketching, concept development, and project planning.
- Assessment rubrics outlining project expectations, grading criteria, technical skills, creativity, craftsmanship, and participation requirements.
- Critique guides and peer review worksheets to support constructive feedback, reflection, and discussion during the design process.
- Adobe Illustrator software for creating digital illustrations, logos, compositions, and design projects.
- Computers or laptops capable of running Adobe Illustrator and supporting digital design work.
- Digital projector or interactive display for teacher demonstrations, presentations, and group critiques.
- Sketchbooks, drawing paper, or brainstorming worksheets for thumbnail sketches, concept development, and planning activities.

- Industry-standard flatbed scanners, digital cameras, and SD card readers for capturing and importing high-quality digital images.

Standards

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12acc.Cr1	Generating and conceptualizing ideas.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
TECH.K-12.1.4	Innovative Designer
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
TECH.K-12.1.4.a	know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
TECH.K-12.1.4.b	select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
TECH.K-12.1.4.c	develop, test and refine prototypes as part of a cyclical design process.
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
I	Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.B.1	Using evidence to investigate questions.
I.B.2	Devising and implementing a plan to fill knowledge gaps.
V	Explore: Discover and innovate in a growth mindset developed through experience and reflection.
IV.B	Learners gather information appropriate to the task by:
IV.C	Learners exchange information resources within and beyond their learning community by:
III	Collaborate: Work effectively with others to broaden perspectives and work toward common goals.

Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk Students, Gifted and Talented students, Career Education, and those with 504s

Instructional Accommodations

- Provide step-by-step written and visual instructions for all design projects and software demonstrations.
- Break larger assignments into smaller, manageable tasks with interim deadlines and check-ins.
- Use modeling and teacher demonstrations before independent student work.
- Provide guided notes, vocabulary lists, and graphic organizers for lectures and presentations.
- Offer repeated directions and clarify expectations verbally and visually.
- Pre-teach key vocabulary related to graphic design, Adobe Illustrator tools, and design principles.
- Allow students to access recorded demonstrations or tutorial videos for review at their own pace.
- Provide exemplars and sample projects to reinforce expectations and concepts.
- Use frequent comprehension checks during instruction and demonstrations.
- Provide one-on-one or small-group instructional support when needed.

Assignment and Assessment Modifications

- Allow extended time for quizzes, projects, and class assignments.
- Reduce the number of required design variations or sketches without compromising learning objectives.
- Modify project complexity based on student ability levels while maintaining core standards.
- Allow oral explanations or presentations in place of written reflections when appropriate.
- Provide alternative assessments such as guided critiques, interviews, or portfolio conferences.
- Use simplified rubrics with clearly defined criteria and visual supports.
- Permit revisions and resubmissions after feedback and teacher conferencing.
- Grade based on individual growth, effort, and mastery of essential skills when appropriate.

Technology and Software Supports

- Provide access to assistive technology tools, including text-to-speech and speech-to-text software.
- Allow use of adaptive computer equipment, alternative mice, keyboards, or styluses if needed.
- Create keyboard shortcut reference sheets and simplified tool guides for Adobe Illustrator.
- Provide templates, partially completed files, or scaffolded starter documents.
- Allow students to zoom in on workspaces or use accessibility settings within software programs.
- Offer digital copies of handouts and notes for organization and accessibility.

Classroom Environment Accommodations

- Preferential seating near instruction or teacher demonstrations.
- Provide a distraction-reduced environment for assessments or focused project work.
- Allow movement breaks or flexible seating options as needed.
- Maintain consistent classroom routines and clearly posted daily objectives.
- Use visual schedules and checklists to support organization and task completion.
- Provide additional time for transitions between activities or software tasks.

Organizational and Executive Function Supports

- Assist students with project planning, time management, and organization of digital files.
- Provide project timelines with checkpoints and reminders.
- Use task checklists and progress-monitoring sheets during long-term projects.
- Help students organize digital folders and save work appropriately.
- Encourage use of planners, calendars, or digital reminders for assignment deadlines.

Social-Emotional and Communication Supports

- Encourage participation in peer critiques using structured sentence starters and guided feedback forms.
- Provide positive reinforcement and encouragement throughout the creative process.
- Allow students to demonstrate understanding in multiple ways.
- Support student self-advocacy by encouraging questions and clarification requests.
- Create opportunities for collaborative learning with supportive peer partners or groups.
- Foster a classroom culture that values creativity, effort, revision, and individual growth.

Fine Motor and Processing Accommodations

- Allow additional time for precise digital design work requiring fine motor control.
- Provide alternative methods for sketching or brainstorming, including digital sketch tools.
- Reduce repetitive drawing or tracing requirements if they create unnecessary barriers.
- Allow students to verbally explain concepts before translating ideas into digital formats.

English Language Learner and Reading Supports (when applicable)

- Pair visual examples with written directions.
- Simplify complex reading materials and provide audio or translated supports when available.
- Reinforce concepts through demonstrations and hands-on learning opportunities.
- Provide sentence frames for critiques, reflections, and project discussions.

Collaboration with Support Staff

- Coordinate with special education teachers, case managers, counselors, and related service providers to ensure accommodations are consistently implemented.
- Maintain ongoing communication regarding student progress, challenges, and successful strategies.
- Adjust instructional pacing and supports based on individual student needs and documented accommodations.