MONROE TOWNSHIP PUBLIC SCHOOLS

CURRICULUM MAP

Grades 9-12

Graphics Design III

2010-2011 School Year

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

INTRODUCTION

Arts Education in the 21st Century

Creativity is a driving force in the 21st-century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations.

> *The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth ... This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce. ... Those countries that produce the most important new products and services can capture a premium in world markets …*
>
> (2007, National Center on Education and the Economy)

Experience with and knowledge of the arts is an essential component of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success, as reflected in the mission and vision that follow:

Mission: *The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*

Vision: An education in the arts fosters a population that:

- Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.
- Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.
- Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century.
- Understands and impacts the increasingly complex technological environment.

Intent and Spirit of the Visual and Performing Arts Standards

The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the National Standards for Arts Education. Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education.

The expectation of the New Jersey arts standards is that all students communicate *at a basic level* in each of the four arts disciplines by the end of fifth grade, using the vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations. By the end of grade 12, students

are expected to communicate proficiently in one or more arts disciplines of their choice. By graduation from secondary school, all students should, in at least one area of specialization, be able to:

- Define and solve artistic problems with insight, reason, and technical proficiency.
- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.
- Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
- Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

Revised Standards

The revised 2009 visual and performing arts standards align with the National Standards for Arts Education. In addition, they correlate structurally to the three arts processes defined in the 2008 NAEP Arts Education Assessment Framework: creating, performing, and responding. When actively engaged in these processes, students not only learn about the arts, they learn through and within the arts.

The state and national standards are deliberately broad to encourage local curricular objectives and flexibility in classroom instruction. New Jersey's revised 2009 visual and performing arts standards provide the foundation for creating local curricula and meaningful assessments in the four arts disciplines for all children. They are designed to assist educators in assessing required knowledge and skills in each discipline by laying out the expectations for levels of proficiency in dance, music, theatre, and the visual arts at the appropriate level of study.

Organization of the 2009 Standards

This organization of the 2009 visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows.

Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

> **Standard1.1 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 art.*
> **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 cultures.*

Standard 1.3 is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts-specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

> **Standard 1.3 Performing:** *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 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of *responding*. This standard pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

> **Standard 1.4 Aesthetic Responses & 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.*

Online Resources
Link to 2009 NJCCC Standards: http://www.state.nj.us/education/cccs/2009/final.htm
Link to Common Core Content Standards: http://www.corestandards.org/the-standards

Monroe Township Public Schools
Williamstown, NJ

Course Title/Grade: Graphic Design III   Department/Subject: V&PA

	Unit 1 - September	**Unit 2 - October**	**Unit 3 – November/December**
Essential Questions	Why is graphic design such an important tool in advertising? How can graphic design impact the public's perception of a product or person?	Point of Purchase/Package design comprises one of the major parts of the graphic design market. What impact does it have and why is it important?	Typography is an essential element in commercial are and media communications. Taking this into consideration, why is it essential for students to develop a clear understanding of typography?
Content	Graphic Design III Ad Campaign (brochure)	Graphic Design II & III Point of Purchase/Package Design	Graphic Design II & III Typography
Skills	InDesign	Cross Platform: InDesign, Photoshop, Illustrator	Photoshop
Enduring Understanding	The students would be engaged creatively in designing Brochure, Flyer, & Post Cards to promote the effectiveness of the 3G technology of the Verizon's DROID & T-Mobile My Touch. The intent and function of an Ad Campaign would be examined critically.	The students would engage creatively in developing a concept for a product design. This product should be convincing & marketable. They will also develop a Point of Purchase Display for their product.	The students would be given sets of words & slogans from the media to design. They will have to bring a unique and fresh design into these slogans or titles.
NJ CCCS/CPI's and Common Core Standards	Visual & Performing Arts 1.1.A.1,A.2, A.3, B.1, B.2, 1.2.D.1, D.2, D.3, D.4, 1.3.D.1, D.2, 1.4.A.1, A.2, A.3, B.1, B.2, 1.5.A.1, A.2, B.1, B.2 Language Arts Literacy TTP 1a-e, TTP 2a-f & TTP 3 Mathematics N-Q 1-3, G-GMD 4, G-MG 1-3	Visual & Performing Arts 1.1.A.1,A.2, A.3, B.1, B.2, 1.2.D.1, D.2, D.3, D.4 1.3.D.1, D.2, 1.4.A.1, A.2, A.3, B.1, B.2, 1.5.A.1, A.2, B.1, B.2 Language Arts Literacy TTP 1a-e, TTP 2a-f & TTP 3 Mathematics N-Q 1-3, G-GMD 4, G-MG 1-3	Visual & Performing Arts 1.1.A.1,A.2, A.3, B.1, B.2, 1.2.D.1, D.2, D.3, D.4,1.3.D.1, D.2, 1.4.A.1, A.2, A.3, B.1, B.2, 1.5.A.1, A.2, B.1, B.2 Language Arts Literacy TTP 1a-e, TTP 2a-f & TTP 3 Mathematics N-Q 1-3, G-GMD 4, G-MG 1-3

Assessments • Benchmark/Common • Teacher Made Assessments • Project Based Units	The student's would understand how to create the A & B side of a brochure, A & B side of a post card and design a simple flyer. Students would make use of Grids & Guides, Text Wrap, Threading Text, Manual and Auto Flowing of Text, Place holders of pictures and text Editing original & launching Photoshop	The students would be able to develop a concept for a product design based on demographics. They will implement their design taking into consideration the psychological impact of color, elements/principles of graphic design/elements. Typography & Visual Cues would be a central part of the design for effective marketing.	The students would have to strive & create eye catching and effective design. The nature of the phrase would determine the feel, color, and effect they will use. Obviously, Contrast & Fonts are going to play a bog roll in the design process.
Resources	MAC Platform & Book & Pages Assemblage Illustration Boards Xacto Spray Mounts, etc.	MAC Platform & Book & Pages Assemblage Illustration Boards Xacto Spray Mounts, etc.	Thumbnails Sketches Comps, Macintosh Platform & Book & pages Assemblage. Illustration Boards Xaxto Spray Mounts, etc.
Interdisciplinary Connections	Accordion Book Design would incorporate Art History Contents. They would examine the biography of Artists and Graphic Designers and develop 20 pages layout.	Journalism & Graphic Design Biographical Research on Fareed Zakaria	Advertising & Commercial Design

	Unit 4 - January	**Unit 5 - February**
Essential Questions	How is creativity expressed in through a visual dialogue in graphic design?	Why is poster design such an important communicating tool in commercial advertising graphics in Media Design?
Content	Graphic Design III 8.5" x 11" Accordion/Fan Book Design	Ad Campaign Poster: Motion Web Graphics
Skills	Adobe Photoshop/Adobe Illustrator	Flash
Enduring Understanding	The advanced Graphic Design Students would utilize skills acquired in Illustrator & Photoshop to develop the Accordion Project. This is done to determine their levels of creativity.	The students would be engaged creatively in designing Brochure, Flyer, & Post Cards to promote the effectiveness of the 3G technology of the Verizon's DROID & T-Mobile My Touch. The intent and function of an Ad Campaign would be examined critically.

NJ CCCS/CPI's and Common Core Standards	Visual & Performing Arts
	1.1.A.1,A.2, A.3, B.1, B.2, 1.2.D.1, D.2, D.3, D.4, 1.3.D.1, D.2, 1.4.A.1, A.2, A.3, B.1, B.2, 1.5.A.1, A.2, B.1, B.2
	
	Language Arts Literacy
	  TTP 1a-e, TTP 2a-f & TTP 3
	
	Mathematics
	  N-Q 1-3, G-GMD 4, G-MG 1-3
		Visual & Performing Arts
		1.1.A.1,A.2, A.3, B.1, B.2, 1.2.D.1, D.2, D.3, D.4 1.3.D.1, D.2, 1.4.A.1, A.2, A.3, B.1, B.2, 1.5.A.1, A.2, B.1, B.2
		
		Language Arts Literacy
		TTP 1a-e, TTP 2a-f & TTP 3
		
		Mathematics
		N-Q 1-3, G-GMD 4, G-MG 1-3

Assessments • Benchmark/Common • Teacher Made Assessments • Project Based Units	Internet Research Class based hands-on project	The students would understand how to create effective flyer. Students would make use of Grids & Guides Text Wrap, Threading Text, Manual and Auto Flowing of Text Place Holders of pictures and text Editing original Linking Images.
Resources	Macintosh Platform Book & Pages Assemblage Illustration Boards Xacto Spray Mounts, etc.	Thumbnails Sketches Comps Macintosh Platform Book & pages Assemblage Illustration Boards Xacto Spray Mounts, etc. Scanned images in JPG Format
Interdisciplinary Connections	Accordion Book Design would incorporate Art History Contents. They would examine the biography of Artists and Graphic Designers and develop 20 page layouts.	Advertising & Commercial Design

Unit 6 – March   Unit 7 – April

	Unit 6 – March	Unit 7 – April
Essential Questions	Why are motion or movable graphics and typography important in Media Design?	Typography is an essential element in commercial art and media communications. Taking this into consideration, how can typography be used as an Illustration?
Content	Ad Campaign Postcard Design: Motion Web Graphics	Graphic Design 2/3 Art in Typography
Skills	The use of Flash to create motion and movable graphics in a media design.	The use of Illustrator to create a commercial art product.
Enduring Understanding	The students would be engaged creatively in designing Brochure, Flyer, & Post Cards to promote the effectiveness of the 3G technology of the Verizon's DROID & T-Mobile My Touch. The intent and function of an Ad Campaign would be examined critically.	The students would be given sets of words & slogans from the media to design. They will have to bring a unique and fresh design into these slogans or titles.
NJ CCCS/CPI's and Common Core Standards	Visual & Performing Arts 1.1.A.1,A.2, A.3, B.1, B.2, 1.2.D.1, D.2, D.3, D.4, 1.3.D.1, D.2, 1.4.A.1, A.2, A.3, B.1, B.2, 1.5.A.1, A.2, B.1, B.2 Language Arts Literacy TTP 1a-e, TTP 2a-f & TTP 3 Mathematics N-Q 1-3, G-GMD 4, G-MG 1-3	Visual & Performing Arts 1.1.A.1,A.2, A.3, B.1, B.2, 1.2.D.1, D.2, D.3, D.4 1.3.D.1, D.2, 1.4.A.1, A.2, A.3, B.1, B.2, 1.5.A.1, A.2, B.1, B.2 Language Arts Literacy TTP 1a-e, TTP 2a-f & TTP 3 Mathematics N-Q 1-3, G-GMD 4, G-MG 1-3
Assessments • Benchmark/Common • Teacher Made Assessments • Project Based Units	The student's would understand how to create the A & B side of a brochure, A & B side of a post card and design a simple flyer. Students would make use of Grids & Guides Text Wrap, Threading Text, Manual and Auto Flowing of Text Place holders of pictures and text Editing original & Linking Images	The students would have to strive & create eye catching and effective design. The nature of the phrase would determine the feel, color, and effect they will use. Obviously, Contrast & Fonts are going to play a big role in the design process.
Resources	Thumbnails, Sketches Comps Macintosh Platform & Book & pages Assemblage Illustration Boards Lacto Spray Mounts, etc. Scanned images in JPG Format	Thumbnails Sketches Comps Macintosh Platform & Book & pages Assemblage Illustration Boards Lacto Spray Mounts, etc.
Interdisciplinary Connections	Advertising & Commercial Design	Advertising & Commercial Design

Unit 8 – May/June

Essential Questions	What is the relevance of Graphic Design in developing corporate identity and why should the students incorporate this in their portfolio?
Content	Graphic Design 2/3 Corporate Identity & Portfolio Review
Skills	Students will learn how to successfully utilize multiple software applications to create products for their portfolio, such as Cross Platform: InDesign, Photoshop, and Illustrator.
Enduring Understanding	The students would engage creatively in developing their corporate identity for their portfolio. This would involve Logo, Letter Heads, Business Envelopes, etc.
NJ CCCS/CPI's and Common Core Standards	Visual & Performing Arts 1.1.A.1,A.2, A.3, B.1, B.2, 1.2.D.1, D.2, D.3, D.4, 1.3.D.1, D.2, 1.4.A.1, A.2, A.3, B.1, B.2, 1.5.A.1, A.2, B.1, B.2 Language Arts Literacy TTP 1a-e, TTP 2a-f & TTP 3, PDW4, PDW 5 & PDW 6, RBPK7, RBPK 8 & RBPK 9 Mathematics N-Q 1-3, G-GMD 4, G-MG 1-3 21st Century Life and Careers 9.3 C
Assessments • Benchmark/Common • Teacher Made Assessments • Project Based Units	The students would strive to create a powerful log with an effective color scheme that would make a resounding psychological impact on customers. The design should create a visual connection that would bring about a ritualistic connection with customers and their company.
Resources	Printing out and preparing all their files for their portfolio for college applications.
Interdisciplinary Connections	Advertising & Commercial Design