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| ***Vector Graphic Design***  ***Unit 3: Page Layout and Publication Applications***  ***Timeline: Weeks 15-18*** | | | | | |
| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals but approaches them through distinct approaches and techniques. Understanding works of art provides insights into an individual’s own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas.  ***New Jersey Student Learning Standards - Visual and Performing Arts: 1.5 Visual Arts Standards***  **Standard 3:** Proficient 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.  Accomplished-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.  **Standard 4**: Proficient 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.  Accomplished-1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio Presentation.  **Standard 8:** Proficient 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.  **Standard 9:** Proficient-1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.  **Standard 10:** Proficient-1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.  ***New Jersey Student Learning Standards - Visual and Performing Arts: 1.2 Media Arts Standards***  **Standard 1:** Proficient 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.  **Standard 2:** Proficient 1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.  **Standard 3:** Proficient 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.  Proficient 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.  **Standard 5:** Proficient 1.2.12prof.Pr5b: Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.  **Standard 9:** Proficient 1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals  **Standard 10:** Proficient 1.2.12prof.Cn10a: Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences. | | | | | |
| **Rationale and Transfer Goals** :  This course covers the basics of vector graphic design. Vector graphics are a computer image format where Graphic designers create graphics that need to be scaled. Vector graphics can be used to design anything from logos and icons to posters, t-shirts, and complex illustrations. Students will have an opportunity to draw shapes and design logos, flyers, posters, banners, business cards or any other vector graphics for print or web. In addition, the related topic of typography and working with text, which is vector based, will be covered as will. Students will learn the fundamental skills to creatively and effectively use vector image software such as Adobe Illustrator and Sketchup. Students who take this course will have taken one of the three introductory art courses which cover the basics of the Elements of Art and the Principles of Design. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?   * Adobe Illustrator provides enough control over type that it’s often used for complete page layouts.   + Illustrator includes precise spacing controls and the ability to have type follow a path, or wrap around objects.   + Graphically, artists are free to work with type much as they would with the paths they draw.   + They can apply colors, gradients, patterns, and effects to the fill or stroke of type, or even change the character outlines. * Typography is the art of arranging letters and text in a way that makes the copy legible, clear, and visually appealing to the reader.   + It involves font style, appearance, and structure, which aims to elicit certain emotions and convey specific messages. * Artists add text, work with type objects, and wrap text in their vector art.   + Whether students create a logo, brochure, banner, or artwork, they can add text in different ways to enrich their design.   + Students can also delete empty type objects, remove default placeholder text, fill only selected type objects with placeholder text, and wrap text. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.   * How is Adobe Illustrator utilized for Page Layout applications? * What is typography? How is it used in graphic designs? * How do artists use and work with text in Adobe Illustrator? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| \* Apply knowledge of Adobe Illustrator tools to produce an original work of art/design.  \*Students will know the vocabulary of typography and page layout when creating and critiquing work.  \*How type and text are used specifically in Adobe Illustrator. | \* Transform ideas into computer generated vector page layouts.  \* Complete the following skills in an Illustrator page layout: Create and edit area and point type; Import text; Create columns of text; Change text attributes; Create and edit paragraph and character styles; Copy and apply text attributes by sampling type; Wrap type around an obiect; Reshape text with a warp; Create type on a path and on shapes; and Create text outlines. | | **Activity 1:** Students will be introduced to typography, learn the parts of a typeface and how type is used in graphic designs.  **Activity 2**: Students will practice working with text and page layout techniques in Illustrator by editing and adding to a practice document.  **Activity 3**: Students will create their own page layout using all the tools and techniques learned in the practice project. | | \*Observation of student progress.  \*Projects and activities  \*Quizzes and tests  \*Benchmark checkpoints towards final student summative portfolio  \*Formative: Visual Arts Project  Student Portfolio kept digitally as well as actual portfolio (if applicable).  [Assessments](https://drive.google.com/drive/folders/1p68LtBdRCbm3CmvYgeIIvVv4wK0Q-ouT?usp=share_link) |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| \*Students will be able to know when and for what tasks to use typography.  \*Students will be able to create and modify type and page layouts in Adobe Illustrator.  \*Students will apply previous skills and knowledge to create their own original type and page layouts in Adobe Illustrator. | | \*Students will be using previous knowledge from Illustrator to navigate and use the application effectively.  \*Students will use typography and graphic design layout principles on created artwork  \*Students will use a Bitmap Graphics program, if needed to edit and prep images to be used in the Vector image program for various artwork and graphic designs. | | SWBAT  \*Learn how to add text, work with type objects, and wrap text in vector page layout.  \*Edit and modify a previously created poster to learn how to use all the tools and features for typography and page layout in Adobe Illustrator.  \*Create a page layout from scratch to show the skills and knowledge acquired in the unit. | |
| **Career Readiness, Life Literacies & Key Skills**  • 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on  the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).  • 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.  • 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).  • 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).  • 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software. | | | | | |
| **Key resources:**  \*Professional organizations: AIGA-The American Institute of Graphic Arts, NAEA-National Art Education Association, AENJ-Art Educators of New Jersey, ISTE-International Society for Technology in Education, PSA-Photographic Society of America, etc.  \*Online: Adobe Education Exchange, Creative Live, ICP-International Center of Photography, Aperture Foundation, Study.com, Kahoot.com, Edpuzzle.com, Quizizz.com, Quizlet.com, Virtual Instructor.com, The Art of Education, Scholasticarts.com, etc.  \*Museum resources from national, regional and local museums  \*Teacher-generated resources. | | | | | |
| **Intersections of History:**  **Black:**  Use of Black artists, designers and makers to foster experiences in American and world history through the visual arts and design.  **Hispanic:** Use of Hispanic artists, designers and makers to foster experiences in American and world history through the visual arts and design.  **Women:** Use of Women artists, designers and makers to foster experiences in American and world history through the visual arts and design.  **LGBTQ:** Use of LGBTQ artists, designers and makers to foster experiences in American and world history through the visual arts and design.  In addition, all the above may be used to influence personal choices for creating relevant Art & Graphic Design projects which deal with these topics. | | | | | |
| **Important Vocabulary:**  Elements of art (Line, Shape, form, Space, color, texture, and value) Principles of Art (contrast, Unity, Harmony, Pattern, balance, emphasis, movement) Fine art, Functional Art, Graphic Design, Gestalt Principles of Design (Proximity, Alignment, Contrast, Repetition, Similarity, Hierarchy), Pixel, Bitmap/Raster Graphics, Color Mode, Workspace, Tool Options Bar, Panels, Selections, Layers, Layer Mask, Drawing and Painting tools, Eraser tools, Text tool, Shape Tools, Hand tool, Zoom tool, file formats; Vector graphics, artboard, selection tool, direct selection tool, fill color, stroke color, path, anchor point, corner point, smooth point, bounding box, path editing tools. Typography, type, type outlines, Ascender, Cap Height, Descender, Baseline, Stem, Meanline  Bar or Arm, Kerning, Leading. | | | | | |
| **Interdisciplinary Connections:**  ELA:  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.  NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Computer Science and Design Thinking:  8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.  8.2.8.ITH.2: Compare how technologies have influenced society over time.  Mathematics:  Math A-CED.A.1: Create equations and inequalities in one variable and use them to solve problems.  Math 6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities | | | | | |