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| ***Publication Design & Layout***  ***Unit 2: Bitmap Graphics for Desktop Publishing***  ***Timeline: Weeks 3-6*** | | | | | |
| **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.  **NJ 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 deals with layout design and using graphic applications on the computer to produce various materials for both print media and online media. This course also focuses on the integration of text, typography, photos and graphic/imagery in a variety of media. It will further provide the student with opportunity to explore issues in the area of graphic design and layout. In addition students will create a variety of printed materials for school activities and will be encouraged to participate in related club activities. Students will build on their previous knowledge working with the Adobe suite of software: Adobe Photoshop, Adobe Illustrator in addition to working with new software such as Adobe InDesign, etc. Students' work may include topics such as: desktop publishing, advertising, graphic design, packaging, illustration, and multimedia. Knowledge of the Elements of Art and Principles of design will be used to create effective layout designs. 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. In addition,students will be required to take either Photography and Editing and/or Vector Graphic Design. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?   * Adobe Photoshop is software that is extensively used for raster image editing, graphic design and digital art. It makes use of layering to allow for depth and flexibility in the design and editing process. * Images can be reshaped, repaired, and enhanced using basic tools in Photoshop.   + Discover how to use Photoshop tools for basic tasks: resize, crop, straighten and rotate an image and changing file formats.   + Apply techniques to digitize, duplicate, and clone image content to repair damaged or inferior photos.   + Interpret a histogram to make color corrections for brightness, contrast, exposure, and vibrance. * Image editing software can be used creatively to express an idea or emotion by making a whole new image from many.   + Discover that layers within image construction are separate parts of a photograph that can be accessed and edited independently of the whole.   + Apply colorization, image swapping, and pop arts techniques using layers.   + Combine and blend multiple photographs to create a new composition with new meaning.   + Demonstrate ethical use of the intellectual property of others. * With the advent of photo-editing software and digital photography, photos can now be distorted in such a way that the casual viewer can't detect these changes. This has raised some very interesting questions about ethics in using photo retouching software such as Photoshop to manipulate images. | | | | | |
| **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 Photoshop utilized to create computer graphic designs? * How can image editing tools be used to enhance, repair, and restore images? * How can image editing tools be used to manipulate images to express an idea and influence communication in the digital world? * What knowledge and skills are essential for humans to make sound decisions about creating, using, and modifying technologies? * How is Adobe Photoshop utilized for Page Layout applications? | | | | | |
| **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*** |
| \* Students will learn and understand vocabulary for bitmap imaging techniques and software.  \* Students will learn and understand the processes and techniques used in creating and editing images in Photoshop.  \*Students will know when it’s appropriate to choose Photoshop for creating an art or design project as opposed to other software.  \* Students will self critique while planning and executing their projects.  \* Students will manage time and materials to complete projects. | \* Students will be able to create various projects to edit and make adjustments to images.  \*Students will be able to use advanced features in Photoshop to isolate parts of images.  \*Students will create illustrations and paintings that will be relevant to print design.  \*Students will use layout techniques specific to Photoshop to create single page designs.  \*Students will learn, choose, and appropriately use Typography for projects and layout.  \* Students will communicate specific vocabulary comprehension through creation in computer programs. | | Activity 1: Students will be introduced (or re-introduced) to Adobe Photoshop by creating a basic project to practice making selections, working with layers, adding text, and choosing colors as well as adding simple effects.  Activity 2: Students will use Photoshop to practice image editing and adjustments to change and/or improve images and photographs depending upon what the images will be used for. Some images will be taken by students.  Activity 3: Students will create illustrations and paintings that will be relevant to print design.  Activity 4: Students will be able to create one page designs using photos and text as well as apply techniques from Photoshop. | | \*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/1l5IZJY6OQOjQ8Dve5G3QMaHVkNelcSsX?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 bitmap editing software.  \*Students will be able to create and modify artwork and images which are made up of pixels.  \*Students will use the elements of art and principles of design to evaluate and modify work throughout the rest of the course.  \*Students will know how to use Photoshop for print design. | | \*Students will be using the design aspects of the visual arts through the elements of art and principles of design in all projects in this unit.  \*Students will also use the same elements of art and principles of design to evaluate and critique their own projects, teacher example projects, and their peer’s work. | | \*Students will gain page layout specific knowledge of a bitmap graphics program (Adobe Photoshop) to both create original artwork and graphic designs as well as to edit artwork and graphic designs.  \*Students will observe exemplary examples of graphic design through studying various graphic designer’s work (ongoing).  \*Students will explore graphic design career opportunities and possibilities (ongoing). | |
| **Career Readiness, Life Literacies & Key Skills**  • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).  • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).  • 9.4.5.DC.1: Explain the need for and use of copyrights.  • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.  • 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. | | | | | |
| **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:** Previous 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)  \*New vocabulary: Pixel, Bitmap/Raster Graphics, Color Mode, Photoshop, Workspace, Tool Options Bar, Panels, Selections, Layers, Layer Mask, Healing Tools, Drawing and Painting tools, Eraser tools, Photo-retouching tools, Text tool, Shape Tools, Hand tool, Zoom tool, Foreground color, Background color, Saturation, file formats. | | | | | |
| **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 | | | | | |