<table>
<thead>
<tr>
<th>Time Interval / Content</th>
<th>Standards/Strands [shortened version]</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Assessments</th>
<th>Suggested Differentiated Activities</th>
</tr>
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</table>
| Unit 1                 | **1.1 The Creative Process:** 1.1.12.D.1 (E&P), 1.1.12.D.2 (translate literature, music, theatre, dance, etc into visual art)  
1.2 History of the Arts and Culture 1.2.12.A.1 (world culture), 1.2.12.A.2 (innovation/historical eras)  
**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  
**D. Abilities for a Technological World:** The designed world is the product of a design process that provides the means to convert resources into products and systems.  
**8.2.12.D.1** Apply the design process. Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review. | ● What are some good rules to have in the classroom?  
● How are projects and class participation graded?  
● Why is art important to society?  
● Where do you see Graphic Design in your everyday life?  
● How do designers solve problems?  
● How is art a Universal language?  
● Why is good design important?  
● How do artists communicate ideas visually?  
● Which programs are used in the design industry?  
● What types of jobs are available? | **Students will be able to...**  
Comprehend classroom expectations, rules, consequences and grading system  
Be oriented to classroom supplies and procedures  
Have an understanding of how graphic design is used in our daily lives  
Have an understanding of careers available in the graphic design field  
Set up Power Point presentation  
Have an overview of what is Graphic Design  
Contrast  
Repetition  
Alignment  
Proximity  
Size Contrast  
Weight Contrast  
Color Contrast  
Structure Contrast  
Form Contrast  
Direction Contrast  
Identify examples of good and bad design | Rubric  
Completion of Projects  
Participation  
Questions  
Self Assessment  
Reflections  
Peer Teaching  
Peer Review | Mad Libs  
Interview: Partner introduction  
Get to Know you Bingo  
Provide Choice  
Peer teaching  
Guided Practice  
Step by Step Worksheets  
"How to" Video Tutorials |
<table>
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<th>Computational thinking and computer programming as tools used in design and engineering.</th>
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</thead>
<tbody>
<tr>
<td><strong>8.2.12.E.1</strong> Demonstrate an understanding of the problem-solving capacity of computers in our world.</td>
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<th>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</th>
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<td><strong>9.3.12.AR-VIS.2</strong> Analyze how the application of visual arts elements and principles of design communicate and express ideas.</td>
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<tr>
<th><strong>9.3.12.AR-VIS.3</strong> Analyze and create two and three-dimensional visual art forms using various media.</th>
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</table>

- How can typographic principles help you create more dynamic designs?
- How can you use the tools in Photoshop to illustrate what you imagine?
- How can Typography be used in creative ways?
- How is typography viewed as a visual art?
- Why is it important to understand typography as an artist?

Identify programs are used in the professional industry

**Acquire Specific Photoshop Skills:**
- Quick selection tool
- Refine Edge
- Layer via copy
- Drag & Drop
- Transform
- Duplicate
- Opacity
- Morph tool
- Magic eraser
- Rotate Photo
- Curves
- Drag and drop
- Multiply
- Opacity
- Mask
- Quick selection tool
- refine edge
- layer via copy
- Transform
- Text/ Type tool
- Rasterize text

Make a copy of a layer

Use a picture inside a text to create the type shape

Use Dafont.com and type contrast to design original logo

Cut an object out using quick selection tool and magic eraser and masks, resize and rotate image

**Understandings:**
- Typography is an important asset to
###-time interval/content | standards/strands (full version) | essential questions | skills | assessments | suggested differentiated activities
---|---|---|---|---|---
**unit 2** creative photoshop techniques 12 weeks<br>bulletin board (1) or portfolio project (2-4) or selfie project (1) | 1x AR.9-12.1.1.12.D.1 distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.<br>0x AR.9-12.1.1.12.D.2 translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. | ● how do graphic designers communicate their messages?<br>● how is art a “universal language”?<br>● why do you think good design is important?<br>● how do artists communicate ideas visually? | students will be able to independently use their learning to think creatively, recognize how graphic design is incorporated into our everyday life and express themselves creatively through original designs.<br>knowledge students will know... elements of design principles of design | participation projects google quiz exit tickets questioning classmates critiques verbal quizzes | individual choice mind map provide choice peer teaching
**Graphic Design 1 Curriculum Map**

**2015-2016**

| Obey Inspired (1) | 0x AR.9-12.1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
| Song Lyric (2) | How do artists use appropriation in their work? |
| Illustration(2) | If someone looked at your bulletin board, what might they learn about you? |
| Fear Factor(2) | How can you express the mood and emotion of a song visually? |
| Magazine Cover (2) | How do designers deceive consumers through the use of Photoshop? |
| CD/ DVD or Book Cover Design (1) | How can Photoshop be used to “sketch” out and communicate ideas? |

1x AR.9-12.1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

0x AR.9-12.1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

0x AR.9-12.1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

0x AR.9-12.1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

0x AR.9-12.1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

- Contrast
- Repetition
- Alignment
- Proximity
- Understand basic components of Photoshop
- Understand the difference between good and bad design
- Use Photoshop to create backgrounds for designs
- Identify examples of good and bad design
- Identify programs are used in the professional industry
- Understand rules and grading system.
- Have an overview of what Graphic Design is
- Create a folder that will hold projects.
- Invent metaphorical symbols for themselves, their friends, family and future.
- Properly use tools in Photoshop based on guided practice exercises
- Utilize Appropriation to create their own original design.

### Rubric

- Produce an original design
- Written paper
- Guided Practice
- Observation of student learning
- Peer teaching
- Peer assessment
- Class critique
- Edmodo Posts
- Individual assistance
- Presentation to class

### Assessment

- Musical Chairs: Peer Assessment
- Guided Practice
- Step by Step Worksheets
- “How to” Video Tutorials
- Reflect on assessment data (this many got it)
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR.9-12.1.4.12.A.1</td>
<td>Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</td>
</tr>
<tr>
<td>AR.9-12.1.4.12.A.2</td>
<td>Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</td>
</tr>
<tr>
<td>AR.9-12.1.4.12.A.3</td>
<td>Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</td>
</tr>
<tr>
<td>AR.9-12.1.4.12.A.4</td>
<td>Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</td>
</tr>
<tr>
<td>AR.9-12.1.4.12.B.1</td>
<td>Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</td>
</tr>
<tr>
<td>AR.9-12.1.4.12.B.2</td>
<td>Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</td>
</tr>
<tr>
<td>12.B.3</td>
<td>Determine the role of art and art making in a global society by analyzing the influence of technology on the visual, performing.</td>
</tr>
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**Specific Photoshop Skills:**
- Quick selection tool
- Refine Edge
- Layer via copy
- Drag & Drop
- Transform
- Duplicate
- Opacity
- Morph tool
- Magic eraser
- Rotate Photo
- Curves
- Drag and drop
- Multiply
- Mask
- Quick selection tool refine edge
- layer via copy
- Transform
- Text

**Students will be able to...**
- Use Photoshop to create an illustration using their fears as their inspiration.
- Carefully cut out an image of themselves using quick selection tool in Photoshop.
- Use transform tool to scale objects proportionately.
- Be able to use the mask tool to provide seamless transitions.
- How to use the type tool in Photoshop.
- Vote for their favorite Fear Factor image on a blog.
- Have someone take a photo of you “interacting” with your fear.
- Use at least four image layers to convey your message. Add text to
and multimedia arts for consumers, creators, and performers around the world.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

8.2.12.D.1 Apply the design process. Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.

Computational thinking and computer programming as tools used in design and engineering.

8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.

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.

highlight the meaning - don't just say what the fear is.

- Text should blend well with image and font should reflect your theme.
- Use appropriate color and camera angles to convey your mood and message.
- Give it a creative title and save it in designated location.
- Convey the mood and imagery in a song through images and text.
- Design a magazine cover that features the student
- Use Photoshop to create professional looking edited photos for mock magazine covers.
- How to cut images out and paste them
- How to use photo retouching tools that professionals use.
- How to use the type tool in Photoshop.
- Refine Photoshop skills
- Create an original cover design for a book, a CD or a DVD of their choice that is professional in appearance.

Understandings
Students will understand that …

Design elements and principals can transform information into visually appealing and easily readable media.

Technology, specifically, Photoshop and InDesign are used in the professional industry

Synthesis of ideas through Photoshop tools
## West Deptford High School

**Department of Fine Arts**

*Graphic Design 1 Curriculum Map*

**2015-2016**

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<td><strong>Unit 3</strong></td>
<td><strong>PowerPoint: Final Exam</strong></td>
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<tr>
<td><strong>Art Show</strong></td>
<td><strong>Puppy quiz (screen shot)</strong></td>
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<tr>
<td><strong>2 weeks</strong></td>
<td><strong>1x AR.9-12.1.1.12.D.1</strong> Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</td>
<td><strong>How are Powerpoint presentations used in society?</strong>&lt;br&gt;<strong>Why is public speaking so important to master?</strong>&lt;br&gt;<strong>How do artists properly display their work?</strong>&lt;br&gt;<strong>How can art ask questions of the viewer?</strong></td>
<td><strong>Students will be able to...</strong>&lt;br&gt;<strong>Assemble a portfolio of his/her best work of the semester</strong>&lt;br&gt;<strong>Create a PowerPoint presentation that contains all of their best work from the semester</strong>&lt;br&gt;<strong>Research an artist and include findings in PowerPoint (Google Slides)</strong>&lt;br&gt;<strong>Reflect on skill improvement over the course of the semester</strong>&lt;br&gt;<strong>Present the portfolio to the class</strong></td>
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<td><strong>0x AR.9-12.1.1.12.D.2</strong> Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inpiration for corresponding visual artworks.</td>
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<td>0x AR.9-12.1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</td>
<td>How many Photoshop skills have you mastered?</td>
<td>Use technology to create a presentation (Google Slides)</td>
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<td>0x AR.9-12.1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</td>
<td>Help organize and hang an art exhibition</td>
<td>Complete as much as possible on the Puppy Quiz</td>
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severe anxiety
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<td><strong>Unit 4: (Optional)</strong></td>
<td><strong>Andy Warhol and Printmaking</strong>&lt;br&gt;Cards (birds-chairs-teacher appreciation, Christmas)&lt;br&gt;zentangles</td>
<td>3 weeks</td>
<td></td>
<td></td>
<td>Choice of level of complexity</td>
</tr>
<tr>
<td></td>
<td>1.2 The Creative Process: 1.1.12.D.1 (E&amp;P), 1.1.12.D.2 (translate literature, music, theatre, dance etc into visual art)</td>
<td>Why do you think good design is important? Who is Andy Warhol? Why is Andy Warhol considered a seminal figure in the Pop Art Movement? What role does printmaking play in the graphic design industry and in the art world? How can printmaking and mark making be used for self expression? What kind of (chair, building, animal, bird) would you be? Illustrate it.</td>
<td>Students will be able to...&lt;br&gt;• Use Photoshop to crop and posterize image&lt;br&gt;• Filter – sketch-Photocopy or stamp&lt;br&gt;• Add text and special fx&lt;br&gt;• Print an 8x10 of Warhol Style Portrait&lt;br&gt;• Matt an image&lt;br&gt;• Transfer design to block print using iron&lt;br&gt;• Carve block using linoleum cutter&lt;br&gt;• Ink and block out areas</td>
<td>Observation of student learning&lt;br&gt;Peer teaching&lt;br&gt;Self reflection&lt;br&gt;Print Swap&lt;br&gt;Presentations&lt;br&gt;Demonstrations&lt;br&gt;Safety demonstration</td>
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### Unit 5 (Optional) Illustrator 2 weeks

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<tbody>
<tr>
<td>Students will be able to...</td>
<td>• How can illustrator be used to “draw” an image?</td>
<td>• Where do you see illustration every day?</td>
<td>• How do Graphic Designers use Illustrator?</td>
<td>Checks for understanding</td>
<td>Teacher Demo</td>
<td></td>
<td></td>
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- Print an edition of 6 prints onto printmaking paper.
- Sign prints
- Hand color with watercolor and colored pencils
- Trade prints.
- Print on to a t-shirt if desired

- How can illustrator be used to "draw" an image?
- Where do you see illustration every day?
- How do Graphic Designers use Illustrator?

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**Graphic Design 1 Curriculum Map**

2015-2016

|---|---|---|---|