High School Graphic Design Curriculum

Course Description: This course explores the commercial aspects of art. Techniques include freehand drawing, lettering, painting and computer-enhancement for commercial advertising, posters and illustrations.

Scope and Sequence:

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<tr>
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<th>Unit</th>
<th>Instructional Topics</th>
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|                 |                               | Topic 2: Design Thinking  
|                 |                               | Topic 3: Review of Elements and Principles of Design         |
| 10 Class Periods| Illustration                  | Topic 1: Introduction  
|                 |                               | Topic 2: Develop Image                                     |
| 10 Class Periods| Typography                    | Topic 1: Introduction  
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| 15 Class Periods| Vector Graphics                | Topic 1: Introduction  
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Unit 1: Introduction to Graphic Design

**Subject:** Graphic Design  
**Grade:** 10, 11, 12  
**Name of Unit:** Introduction to Graphic Design  
**Length of Unit:** 3 class periods  
**Overview of Unit:** Students entering graphic design will need to become familiar with what it is as an art discipline, and how digital citizenship is important to every designer (especially the concept of copyright and fair use). An emphasis on creative problem solving, or, “design thinking” should be established early so that students develop good habits with regards to research, sketching and idea development.

**Priority Standards for unit:**
- III.2.A.4 Use the following process with a body of work (portfolio):
  - Describe artwork
  - Analyze the use of elements and principles in the work
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated):
    - Showing a real or idealized image of life (Imitationalism)
    - Expressing feelings (Emotionalism/Expressionism)
    - Emphasis on elements and principles (Formalism)
    - Serving a purpose in the society or culture (Functionalism)
- I.3.C.4 Develop a theme through a series of original artworks that communicates personal ideas
  - Addresses complex visual and/or conceptual ideas
  - Shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety
- I.3.B.4 Create a series of original, related, functional artworks that communicates a personal idea
- IV.2.A.4 Explain how contemporary events and social ideas are reflected in student artworks

**Supporting Standards for unit:**
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
- II.2.F.4 Use facial and/or figure proportions expressively
- II.2.D.4 Use rhythm expressively
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.A.4 Use balance expressively
- II.2.E.4 Use unity to support the personal expression of an idea
- II.1.G.4 Use space expressively to communicate ideas
- II.2.C.4 Use contrast expressively
- II.1.C..4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>artwork</td>
<td>Describe</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the use of elements and principles in the work</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>the meaning of the work (subject, theme, symbolism, message communicated)</td>
<td>Interpret</td>
<td>Evaluate</td>
<td>3</td>
</tr>
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<td>A theme through a series of original artworks that communicates personal ideas</td>
<td>Develop</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>Complex visual and/or conceptual ideas</td>
<td>Address</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Imaginative, inventive approach</td>
<td>Shows</td>
<td>Apply</td>
<td>3</td>
</tr>
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<td>4</td>
</tr>
<tr>
<td>How contemporary events and social ideas are reflected in student artworks</td>
<td>Explain</td>
<td>Evaluate</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. Why is digital citizenship important in graphic design?
2. Why is “Design Thinking” important?
3. Why are the art elements and design principles important to graphic design?
4. Why is archiving work important in graphic design?
Enduring Understanding/Big Ideas:
1. Digital citizenship includes the norms of appropriate, responsible technology use, especially copyright and fair use.
2. Design thinking is a methodology that helps people understand and develop creative solutions to specific design challenges.
3. An understanding of the elements and principles are vital in art and design, as they provide the tools to create the greatest impact on a viewer.
4. Archiving art and design work helps document ideas, research, innovations, skills, and work process.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tr>
<td>Digital Citizenship</td>
<td>Graphic Design</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>Art Elements</td>
</tr>
<tr>
<td>Copyright</td>
<td>Design Principles</td>
</tr>
<tr>
<td>Fair Use</td>
<td>Design Thinking</td>
</tr>
<tr>
<td>Public Domain</td>
<td>Brainstorming</td>
</tr>
</tbody>
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Resources for Vocabulary Development: textbook, internet resources
Topic 1: Digital Citizenship

Engaging Experience 1

Title: Introduction to Digital Citizenship in Graphic Design

Suggested Length of Time: ½ of a class period

Standards Addressed

Priority:

- III.2.A.4 Use the following process with a body of work (portfolio):
  - Describe artwork
  - Analyze the use of elements and principles in the work
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated):
    - Showing a real or idealized image of life (Imitationalism)
    - Expressing feelings (Emotionalism/ Expressionism)
    - Emphasis on elements and principles (Formalism)
    - Serving a purpose in the society or culture (Functionalism)

Supporting:

- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- ISTE-DIGITAL CITIZEN.2.C - demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Detailed Description/Instructions: Students will see examples of plagiarism in art and participate in a discussion and/or research about fair use, copyright and originality. It is the expectation that students create original artwork inspired by their own photos, drawings, and experiences with minimal use of appropriated images.

Bloom’s Levels: Analyze

Webb’s DOK: 3
Engaging Experience 1
Title: Intro to Design Thinking
Suggested Length of Time: ½ of a class period
Standards Addressed

Priority:
- I.3.C.4 Develop a theme through a series of original artworks that communicates personal ideas
  - Addresses complex visual and/or conceptual ideas
  - Shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety
- I.3.B.4 Create a series of original, related, functional artworks that communicates a personal idea
- IV.2.A.4 Explain how contemporary events and social ideas are reflected in student artworks

Supporting:
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

Detailed Description/Instructions: Students will be introduced to the design thinking process by conducting a guided brainstorming session, to develop an original idea for their first illustration assignment. Brainstorming can be collaborative or individual and may include techniques such as word storm, mind mapping, visual association or others.

Bloom’s Levels: Create
Webb’s DOK: 4
Engaging Experience 1  
Title: Elements and Principles Review  
Suggested Length of Time: 1 class period  
Standards Addressed  

Priority:  
- I.3.C.4 Develop a theme through a series of original artworks that communicates personal ideas  
  - Addresses complex visual and/or conceptual ideas  
  - Shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety  
- I.3.B.4 Create a series of original, related, functional artworks that communicates a personal idea  
- IV.2.A.4 Explain how contemporary events and social ideas are reflected in student artworks  

Supporting:  
- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.  
- II.1.A.4 Use line expressively to communicate ideas  
- II.1.B.4 Use shapes expressively to communicate ideas  
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- II.2.D.4 Use rhythm expressively  
- II.1.D.4 Use textures expressively to communicate ideas  
- II.2.A.4 Use balance expressively  
- II.2.E.4 Use unity to support the personal expression of an idea  
- II.1.G.4 Use space expressively to communicate ideas  
- II.2.C.4 Use contrast expressively  
- II.1.C..4 Use forms expressively to communicate ideas  

Detailed Description/Instructions: Students will apply the design thinking process to create a small scale illustration that represents use of the art elements and design principles.  

Bloom’s Levels: Create  
Webb’s DOK: 4
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will apply the design thinking process to create a small scale illustration that represents students’ application and understanding of the art elements and design principles.
## Summary of Engaging Learning Experiences for Topics

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<td>Design Thinking</td>
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<td>Students will be introduced to the design thinking process by conducting a guided brainstorming session, to develop an original idea for their first illustration assignment. Brainstorming can be collaborative or individual and may include techniques such as word storm, mind mapping, visual association or others.</td>
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<td>Review of Elements and Principles of Design</td>
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<td>Students will apply the design thinking process to create a small scale illustration that represents use of the art elements and design principles.</td>
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Unit 2: Illustration

Subject: Graphic Design
Grade: 10, 11, 12
Name of Unit: Illustration
Length of Unit: 10 class periods
Overview of Unit: Students will be presented with design challenges that can be resolved through design thinking, the use of art media and traditional illustration methods. These may include painting, drawing, printmaking, collage, or fibers, or a combination of materials and techniques.

Priority Standards for unit:

- III.2.A.4 Use the following process with a body of work (portfolio):
  - Describe artwork
  - Analyze the use of elements and principles in the work
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated):
    - Showing a real or idealized image of life (Imitationalism)
    - Expressing feelings (Emotionalism/Expressionism)
    - Emphasis on elements and principles (Formalism)
    - Serving a purpose in the society or culture (Functionalism)
- I.3.C.4 Develop a theme through a series of original artworks that communicates personal ideas
  - Addresses complex visual and/or conceptual ideas
  - Shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety
- I.3.B.4 Create a series of original, related, functional artworks that communicates a personal idea
- I.1.C.4 Select and apply digital/computer media that demonstrate
  - Sensitivity and subtlety in use of media
  - Engagement with experimentation and/or risk taking
  - Informed decision-making
- I.1.A.4.1 Select and apply drawing media and techniques that demonstrate
  - Sensitivity and subtlety in use of media
  - Engagement with experimentation and/or risk taking
  - Informed decision-making
Supporting Standards for unit:

- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
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<td>Create</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>Drawing and media techniques that demonstrate sensitivity and subtlety in use of media</td>
<td>Select</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Drawing and media techniques that demonstrate engagement with experimentation and/or risk-taking</td>
<td>Select</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Drawing and media techniques that demonstrate informed decision-making</td>
<td>Select</td>
<td>Understand</td>
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**Essential Questions:**
1. How can traditional art processes or materials be used to create illustrations?
2. How can a concept be developed using the design thinking process?
3. How can students create a final draft of their illustration?

**Enduring Understanding/Big Ideas:**
1. Fine art media and techniques such as drawing, painting, printmaking, collage, hand lettering or others can be used to develop impactful visuals that are tied to a specific concept.
2. Students will be encouraged to brainstorm, sketch, research, experiment and problem solve prior to developing final illustration.
3. Students will execute a final draft which demonstrates good craftsmanship, thoughtful composition and a well-developed concept.

**Unit Vocabulary:**

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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<td>Illustration</td>
<td>Calligraphy</td>
</tr>
<tr>
<td>Calligraphy</td>
<td>Analog</td>
</tr>
</tbody>
</table>
| Pen and Ink  
| Watercolor  
| Drawing   
| Painting   
| Printmaking   
| Collage   
| Fibers |

**Resources for Vocabulary Development:** textbook, internet resources
**Topic 1: Introduction**

**Engaging Experience 1**

**Title:** Introduction to Illustration

**Suggested Length of Time:** ½ of a class period

**Standards Addressed**

**Priority:**

- III.2.A.4 Use the following process with a body of work (portfolio):
  - Describe artwork
  - Analyze the use of elements and principles in the work
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated):
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    - Expressing feelings (Emotionalism/Expressionism)
    - Emphasis on elements and principles (Formalism)
    - Serving a purpose in the society or culture (Functionalism)

- I.1.A.4.1 Select and apply drawing media and techniques that demonstrate
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

**Supporting:**

- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
- II.2.F.4 Use facial and/or figure proportions expressively
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- II.1.G.4 Use space expressively to communicate ideas
- II.2.C.4 Use contrast expressively
- II.1.C..4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively

**Detailed Description/Instructions:** Students will participate in a presentation and discussion about what illustration is, and see examples of the different ways artists and designers create illustrations. Students will spend time experimenting with traditional illustration media in sketchbooks.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 4
Engaging Experience 1

Title: Illustration Rough Draft

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- I.3.C.4 Develop a theme through a series of original artworks that communicates personal ideas
  - Addresses complex visual and/or conceptual ideas
  - Shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety
- I.3.B.4 Create a series of original, related, functional artworks that communicates a personal idea
- I.1.A.4.1 Select and apply drawing media and techniques that demonstrate
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

Supporting:

- ISTE-INNOVATIVE DESIGNER.4.A - know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- II.1.A.4 Use line expressively to communicate ideas
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- II.2.C.4 Use contrast expressively
- II.1.C..4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively

Detailed Description/Instructions: Students will be presented with a design assignment and will create preliminary drafts and sketches in their sketchbook using the design thinking process (brainstorm, sketch, research, experiment).

Bloom’s Levels: Create

Webb’s DOK: 4
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will be presented with a design problem that can be visually resolved through the design thinking process, the use of art media and traditional illustration techniques. These may include painting, drawing, printmaking, collage, or fibers, or a combination of materials and techniques.
# Summary of Engaging Learning Experiences for Topics

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<th>Description</th>
<th>Suggested Length of Time</th>
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<tr>
<td>Introduction</td>
<td>Introduction to Illustration</td>
<td>Students will participate in a presentation and discussion about what illustration is, and see examples of the different ways artists and designers create illustrations. Students will spend time experimenting with traditional illustration media in sketchbooks.</td>
<td>½ class Period</td>
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<tr>
<td>Develop Image</td>
<td>Illustration Rough Draft</td>
<td>Students will be presented with a design assignment and will create preliminary drafts and sketches in their sketchbook using the design thinking process (brainstorm, sketch, research, experiment).</td>
<td>2 class periods</td>
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</table>
Unit 3: Typography

Subject: Graphic Design
Grade: 10, 11, 12
Name of Unit: Typography
Length of Unit: 10 class periods
Overview of Unit: Students will complete a design that uses typography to express an idea. Students should combine their knowledge of typographic terms and techniques to generate an original, expressive work that shows thoughtful decisions regarding their use of type.

Priority Standards for unit:
- III.2.A.4 Use the following process with a body of work (portfolio):
  - Describe artwork
  - Analyze the use of elements and principles in the work
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated):
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- I.3.B.4 Create a series of original, related, functional artworks that communicates a personal idea
- I.1.C.4 Select and apply digital/computer media that demonstrate
  - Sensitivity and subtlety in use of media
  - Engagement with experimentation and/or risk taking
  - Informed decision-making
- II.1.E.4 Use color expressively to communicate ideas

Supporting Standards for unit:
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
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<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>artwork</td>
<td>Described</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the use of elements and principles in the work</td>
<td>Analyzed</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>the meaning of the work (subject, theme, symbolism, message communicated)</td>
<td>Interpreted</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>- Showing a real or idealized image of life (Imitationalism)</td>
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<tr>
<td>- Expressing feelings (Emotionalism/Expressionism)</td>
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<tr>
<td>- Emphasis on elements and principles (Formalism)</td>
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<tr>
<td>- Serving a purpose in the society or culture (Functionalism)</td>
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</tr>
<tr>
<td>A theme through a series of original artworks that communicates personal ideas</td>
<td>Developed</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>Complex visual and/or conceptual ideas</td>
<td>Addressed</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Imaginative, inventive approach</td>
<td>Showed</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Experimentation</td>
<td>Shows</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Risk-taking</td>
<td>Shows</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>Shows</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Subtlety</td>
<td>Shows</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A series of original, related, functional artworks that communicates a personal idea</td>
<td>Created</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>Drawing and media techniques that demonstrate sensitivity and subtlety in use of media</td>
<td>Selected</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Drawing and media techniques that demonstrate engagement with experimentation and/or risk-taking</td>
<td>Selected</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Drawing and media techniques that demonstrate informed decision-making</td>
<td>Selected</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Drawing and media techniques that demonstrate sensitivity and subtlety in use of media</td>
<td>Apply</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Drawing and media techniques that demonstrate engagement with experimentation and/or risk-taking</td>
<td>Apply</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Drawing and media techniques that demonstrate informed decision-making</td>
<td>Apply</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Color expressively to communicate ideas</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How can students become familiar with different type styles and categories?
2. How can students create a type-based design?
3. How will students learn to connect typeface to content?

**Enduring Understanding/Big Ideas:**
1. Students will learn about different type styles through introductory games, instructional videos, or research.
2. Students can create type based designs in any traditional fine art medium, or digitally using pixel or vector based software.
3. Students will brainstorm, sketch, research and experiment to determine which typeface fits the content, purpose or function of the design.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Ascender</td>
</tr>
<tr>
<td>Descender</td>
<td>Display Type</td>
</tr>
<tr>
<td>Family</td>
<td>Font</td>
</tr>
<tr>
<td>Kearning</td>
<td>Leading</td>
</tr>
<tr>
<td>Letterspacing</td>
<td>Measure</td>
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<tr>
<td>Pica</td>
<td>Point</td>
</tr>
<tr>
<td>Serif</td>
<td>Sans Serif</td>
</tr>
<tr>
<td>Typography</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** textbook, internet resources
Engaging Experience 1
Title: Introduction to Typography
Suggested Length of Time: 1 class period
Standards Addressed

Priority:

- III.2.A.4 Use the following process with a body of work (portfolio):
  - Describe artwork
  - Analyze the use of elements and principles in the work
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated):
    - Showing a real or idealized image of life (Imitationalism)
    - Expressing feelings (Emotionalism/ Expressionism)
    - Emphasis on elements and principles (Formalism)
    - Serving a purpose in the society or culture (Functionalism)

Supporting:

- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
- II.2.F.4 Use facial and/or figure proportions expressively
- II.2.D.4 Use rhythm expressively
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.A.4 Use balance expressively
- II.2.E.4 Use unity to support the personal expression of an idea
- II.1.G.4 Use space expressively to communicate ideas
- II.2.C.4 Use contrast expressively
- II.1.C..4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively

Detailed Description/Instructions: Students will participate in a discussion about typography and be presented with an overview of basic terminology and concepts. Students will engage in typography activities that could include games, videos, or worksheets.

Bloom’s Levels: Analyze

Webb’s DOK: 4
Engaging Experience 1
Title: Introduction to Typographic Techniques
Suggested Length of Time: 5 class periods
Standards Addressed

Priority:
- I.3.B.4 Create a series of original, related, functional artworks that communicates a personal idea

Supporting:
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
- II.2.F.4 Use facial and/or figure proportions expressively
- II.2.D.4 Use rhythm expressively
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.A.4 Use balance expressively
- II.2.E.4 Use unity to support the personal expression of an idea
- II.1.G.4 Use space expressively to communicate ideas
- II.2.C.4 Use contrast expressively
- II.1.C..4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively

Detailed Description/Instructions: Students will complete a series of small scale typographic works that demonstrate various techniques for creating and arranging letter forms.

Bloom’s Levels: Create
Webb’s DOK: 4
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will complete a design that uses typography to express an idea. Students should combine their knowledge of typographic terms and techniques to generate an original, expressive work that shows thoughtful decisions regarding their use of type.
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduction to Typography</td>
<td>Students will participate in a discussion about typography and be presented with an overview of basic terminology and concepts. Students will engage in typography activities that could include games, videos, or worksheets.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Develop Design</td>
<td>Introduction to Typographic Techniques</td>
<td>Students will complete a series of small scale typographic works that demonstrate various techniques for creating and arranging letter forms.</td>
<td>5 class periods</td>
</tr>
</tbody>
</table>
Unit 4: Vector Graphics

Subject: Graphic Design
Grade: 10, 11, 12
Name of Unit: Vector Graphics
Length of Unit: 15 class periods

Overview of Unit: Students will be presented with design challenges that can be resolved through design thinking, the use of vector graphics, and created with digital art software such as Adobe Illustrator.

Priority Standards for unit:

- III.2.A.4 Use the following process with a body of work (portfolio):
  - Describe artwork
  - Analyze the use of elements and principles in the work
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated):
    - Showing a real or idealized image of life (Imitationalism)
    - Expressing feelings (Emotionalism/Expressionism)
    - Emphasis on elements and principles (Formalism)
    - Serving a purpose in the society or culture (Functionalism)
- I.3.C.4 Develop a theme through a series of original artworks that communicates personal ideas
  - Addresses complex visual and/or conceptual ideas
  - Shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety
- I.3.B.4 Create a series of original, related, functional artworks that communicates a personal idea
- I.1.C.4 Select and apply digital/computer media that demonstrate
  - Sensitivity and subtlety in use of media
  - Engagement with experimentation and/or risk taking
  - Informed decision-making
- II.1.E.4 Use color expressively to communicate ideas
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas

Supporting Standards for unit:

- ISTE-INNOVATIVE DESIGNER.4.B - select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
- II.2.F.4 Use facial and/or figure proportions expressively
- II.2.D.4 Use rhythm expressively
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.A.4 Use balance expressively
- II.2.E.4 Use unity to support the personal expression of an idea
- II.1.G.4 Use space expressively to communicate ideas
- II.2.C.4 Use contrast expressively
- II.1.C..4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively

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<td>4</td>
</tr>
<tr>
<td>Complex visual and/or conceptual ideas</td>
<td>Address</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
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<td>Shows</td>
<td>Apply</td>
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<td>Apply</td>
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<td>Create</td>
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<td>Understand</td>
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</tr>
<tr>
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<td>Select</td>
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<td>Drawing and media techniques that demonstrate informed decision-making</td>
<td>Select</td>
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<tr>
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<tr>
<td>color expressively to communicate ideas</td>
<td>Use</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>line expressively to communicate ideas</td>
<td>Use</td>
<td>Apply</td>
<td>4</td>
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<tr>
<td>shapes expressively to communicate ideas</td>
<td>Use</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>value expressively to communicate ideas</td>
<td>Use</td>
<td>Apply</td>
<td>4</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How can students become familiar with vector graphic drawing tools?
2. How can students develop their own vector illustration?
3. How can students determine when vector art is the appropriate design solution?

**Enduring Understanding/Big Ideas:**
1. Students will become familiar with the Adobe Illustrator interface, tools, and basic drawing skills through the use of video or written tutorials.
2. Students will brainstorm, sketch, experiment and apply what they learned in tutorials to create a draft of their vector illustration.
3. Vector art is scalable, without loss of image quality, distortion or pixelation.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vector Art</td>
<td></td>
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<tr>
<td>Scalable</td>
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<td>Art Board</td>
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<td>Anchor Point</td>
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<td>Stroke</td>
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<td>Open Path</td>
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<td>Closed Path</td>
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<tr>
<td>Transformations</td>
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<td>Smart Guide</td>
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<tr>
<td>Selection Tool</td>
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<td>Direct Select</td>
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<td>Image Trace</td>
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<td>Pathfinder</td>
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<td>RGB Color</td>
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<td>CMYK Color</td>
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<td>AI Format</td>
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<tr>
<td>PDF Format</td>
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</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** textbook, internet resources
Topic 1: Introduction

Engaging Experience 1

Title: Introduction to Vector Graphics

Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- I.1.C.4 Select and apply digital/computer media that demonstrate
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

Supporting:
- ISTE-INNOVATIVE DESIGNER.4.B - select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
- II.2.F.4 Use facial and/or figure proportions expressively
- II.2.D.4 Use rhythm expressively
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.A.4 Use balance expressively
- II.2.E.4 Use unity to support the personal expression of an idea
- II.1.G.4 Use space expressively to communicate ideas
- II.2.C.4 Use contrast expressively
- II.1.C..4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively

Detailed Description/Instructions: Students will be given a brief overview of the Adobe Illustrator interface and become familiar with a few of the basic drawing tools. Students will be given time to experiment with drawing tools, ask questions and create a small design using Illustrator.

Bloom’s Levels: Create

Webb’s DOK: 4
Engaging Experience 1

Title: Vector Graphic Skill Development

Suggested Length of Time: 5 class periods

Standards Addressed

Priority:

● I.1.C.4 Select and apply digital/computer media that demonstrate
  ○ sensitivity and subtlety in use of media
  ○ engagement with experimentation and/or risk taking
  ○ informed decision-making

Supporting:

● ISTE-INNOVATIVE DESIGNER.4.B - select and use digital tools to plan and
  manage a design process that considers design constraints and calculated risks.

● II.1.A.4 Use line expressively to communicate ideas
● II.1.B.4 Use shapes expressively to communicate ideas
● II.1.F.4 Use value expressively to communicate ideas
● II.2.F.4 Use facial and/or figure proportions expressively
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● II.2.E.4 Use unity to support the personal expression of an idea
● II.1.G.4 Use space expressively to communicate ideas
● II.2.C.4 Use contrast expressively
● II.1.C.4 Use forms expressively to communicate ideas
● II.2.B.4 Use emphasis expressively

Detailed Description/Instructions: Students will complete a series of brief tutorials (gathered from textbooks, internet or other resources) that introduce the various functions of Adobe Illustrator, such as the use of the pen and pencil tools, shape drawing, stroke, fill and gradient, image trace, pathfinder and others.

Bloom’s Levels: Evaluate

Webb’s DOK: 4
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will be presented with a design challenge that can be resolved through design thinking, the use of vector graphics, and created with digital art software such as Adobe Illustrator.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Introduction to Vector Graphics</td>
<td>Students will be given a brief overview of the Adobe Illustrator interface and become familiar with a few of the basic drawing tools. Students will be given time to experiment with drawing tools, ask questions and create a small design using Illustrator.</td>
<td>1 class period</td>
</tr>
<tr>
<td><strong>Skill Development</strong></td>
<td>Vector Graphic Skill Development</td>
<td>Students will complete a series of brief tutorials (gathered from textbooks, internet or other resources) that introduce the various functions of Adobe Illustrator, such as the use of the pen and pencil tools, shape drawing, stroke, fill and gradient, image trace, pathfinder and others.</td>
<td>5 class periods</td>
</tr>
</tbody>
</table>
Unit 5: Pixel Graphics

Subject: Graphic Design
Grade: 10, 11, 12
Name of Unit: Pixel Graphics
Length of Unit: 15 class periods
Overview of Unit: Students will be presented with a series of design challenges that can be resolved through design thinking, the use of pixel graphics, and created with digital art software such as Adobe PhotoShop.

Priority Standards for unit:
- III.2.A.4 Use the following process with a body of work (portfolio):
  - Describe artwork
  - Analyze the use of elements and principles in the work
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated):
    - Showing a real or idealized image of life (Imitationalism)
    - Expressing feelings (Emotionalism/ Expressionism)
    - Emphasis on elements and principles (Formalism)
    - Serving a purpose in the society or culture (Functionalism)
- I.3.C.4 Develop a theme through a series of original artworks that communicates personal ideas
  - Addresses complex visual and/or conceptual ideas
  - Shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety
- I.3.B.4 Create a series of original, related, functional artworks that communicates a personal idea
- I.1.C.4 Select and apply digital/computer media that demonstrate
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making
- II.1.F.4 Use value expressively to communicate ideas

Supporting Standards for unit:
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
- II.2.F.4 Use facial and/or figure proportions expressively
- II.2.D.4 Use rhythm expressively
- II.1.D.4 Use textures expressively to communicate ideas
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- II.2.C.4 Use contrast expressively
- II.1.C..4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively

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<tr>
<td>artwork</td>
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<tr>
<td>Complex visual and/or conceptual ideas</td>
<td>Address</td>
<td>Apply</td>
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<tr>
<td>Imaginative, inventive approach</td>
<td>Shows</td>
<td>Apply</td>
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<tr>
<td>Experimentation</td>
<td>Shows</td>
<td>Apply</td>
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<tr>
<td>Risk-taking</td>
<td>Shows</td>
<td>Apply</td>
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<tr>
<td>Sensitivity</td>
<td>Shows</td>
<td>Apply</td>
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<tr>
<td>Subtlety</td>
<td>Shows</td>
<td>Apply</td>
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</tr>
<tr>
<td>A series of original, related, functional artworks that communicates a personal idea</td>
<td>Create</td>
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<tr>
<td>Drawing and media techniques that demonstrate sensitivity and subtlety in use of media</td>
<td>Select</td>
<td>Understand</td>
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<tr>
<td>Drawing and media techniques that demonstrate engagement with experimentation and/or risk-taking</td>
<td>Select</td>
<td>Understand</td>
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<tr>
<td>Drawing and media techniques that demonstrate informed decision-making</td>
<td>Select</td>
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<td>Apply</td>
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<tr>
<td>Drawing and media techniques that demonstrate informed decision-making</td>
<td>Apply</td>
<td>Apply</td>
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</tr>
<tr>
<td>Value expressively to communicate ideas</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. How can students become familiar with pixel graphic editing and drawing tools?
2. How can students develop their own pixel graphics?
3. How can students determine when pixel art is the appropriate design solution?

**Enduring Understanding/Big Ideas:**

1. Students will become familiar with the Adobe PhotoShop interface, tools, and basic drawing and editing skills through the use of video or written tutorials.
2. Students will brainstorm, sketch, experiment and apply what they learned in tutorials to create a draft of their pixel illustrations.
3. Pixel graphics allow a great amount of detail, depending on the images’ resolution (the number of pixels used).

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pixel</td>
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<td>Anchor Points</td>
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<tr>
<td>Handle Bars</td>
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</tbody>
</table>

**Resources for Vocabulary Development:** textbook, internet resources
Topic 1: Introduction

Engaging Experience 1
Title: Introduction to Pixel Graphics
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- I.1.C.4 Select and apply digital/computer media that demonstrate
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

Supporting:
- ISTE-INNOVATIVE DESIGNER.4.B - select and use digital tools to plan and
  manage a design process that considers design constraints and calculated risks.
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
- II.2.F.4 Use facial and/or figure proportions expressively
- II.2.D.4 Use rhythm expressively
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.A.4 Use balance expressively
- II.2.E.4 Use unity to support the personal expression of an idea
- II.1.G.4 Use space expressively to communicate ideas
- II.2.C.4 Use contrast expressively
- II.1.C..4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively

Detailed Description/Instructions: Students will be given a brief overview of the Adobe
PhotoShop interface and become familiar with a few of the basic drawing and image editing
tools. Students will be given time to experiment with drawing and image editing tools, ask
questions and create a small design using PhotoShop.

Bloom’s Levels: Create
Webb’s DOK: 4
Topic 2: Skill Development

**Engaging Experience 1**

**Title:** Pixel Graphic Skill Development

**Suggested Length of Time:** 5 class periods

**Standards Addressed**

**Priority:**
- I.1.C.4 Select and apply digital/computer media that demonstrate
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

**Supporting:**
- ISTE-INNOVATIVE DESIGNER.4.B - select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
- II.2.F.4 Use facial and/or figure proportions expressively
- II.2.D.4 Use rhythm expressively
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.A.4 Use balance expressively
- II.2.E.4 Use unity to support the personal expression of an idea
- II.1.G.4 Use space expressively to communicate ideas
- II.2.C.4 Use contrast expressively
- II.1.C.4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively

**Detailed Description/Instructions:** Students will complete a series of brief tutorials (gathered from textbooks, internet or other resources) that introduce the various functions of Adobe Photoshop, such as the use of layers, filters, color editing, clone stamp and other tools.

**Bloom’s Levels:** Evaluate

**Webb’s DOK:** 4
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance). Students will be presented with a design challenge that can be resolved through design thinking, the use of pixel graphics, and created with digital art software such as Adobe PhotoShop.
# Summary of Engaging Learning Experiences for Topics

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<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>Introduction to Pixel Graphics</td>
<td>Students will be given a brief overview of the Adobe PhotoShop interface and become familiar with a few of the basic drawing and image editing tools. Students will be given time to experiment with drawing and image editing tools, ask questions and create a small design using PhotoShop.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Skill Development</td>
<td>Pixel Graphic Skill Development</td>
<td>Students will complete a series of brief tutorials (gathered from textbooks, internet or other resources) that introduce the various functions of Adobe PhotoShop, such as the use of layers, filters, color editing, clone stamp and other tools.</td>
<td>5 class periods</td>
</tr>
</tbody>
</table>
Unit 6: Layout

Subject: Graphic Design
Grade: 10, 11, 12
Name of Unit: Layout
Length of Unit: 15 class periods
Overview of Unit: Students will be presented with a series of design challenges that can be resolved through the organization of information, images and text in a thematic design. These could include infographics, page layouts, posters designs, or others.

Priority Standards for unit:
- III.2.A.4 Use the following process with a body of work (portfolio):
  - Describe artwork
  - Analyze the use of elements and principles in the work
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated):
    - Showing a real or idealized image of life (Imitationalism)
    - Expressing feelings (Emotionalism/ Expressionism)
    - Emphasis on elements and principles (Formalism)
    - Serving a purpose in the society or culture (Functionalism)
- I.3.C.4 Develop a theme through a series of original artworks that communicates personal ideas
  - Addresses complex visual and/or conceptual ideas
  - Shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety
- I.3.B.4 Create a series of original, related, functional artworks that communicates a personal idea
- I.1.C.4 Select and apply digital/computer media that demonstrate
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making
- II.1.E.4 Use color expressively to communicate ideas
- I.3.A.4 Select subject matter to communicate personal ideas through a series of original, related works
- III.1.A.3 Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)
- IV.2.A.4 Explain how contemporary events and social ideas are reflected in student artworks
Supporting Standards for unit:
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
- II.2.F.4 Use facial and/or figure proportions expressively
- II.2.D.4 Use rhythm expressively
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.A.4 Use balance expressively
- II.2.E.4 Use unity to support the personal expression of an idea
- II.1.G.4 Use space expressively to communicate ideas
- II.2.C.4 Use contrast expressively
- II.1.C..4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively

<table>
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<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<td>the use of elements and principles in the work</td>
<td>artwork</td>
<td>Describe</td>
<td>Understand</td>
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<tr>
<td>the meaning of the work (subject, theme, symbolism, message communicated)</td>
<td>artwork</td>
<td>Analyze</td>
<td>Analyze</td>
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<tr>
<td>Expressing feelings (Emotionalism/Expressionism)</td>
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<tr>
<td>Emphasis on elements and principles (Formalism)</td>
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<tr>
<td>Serving a purpose in the society or culture (Functionalism)</td>
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<tr>
<td>A theme through a series of original artworks that communicates personal ideas</td>
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<td>Interpret</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Complex visual and/or conceptual ideas</td>
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<td>Develop</td>
<td>Create</td>
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<tr>
<td>Imaginative, inventive approach</td>
<td></td>
<td>Address</td>
<td>Apply</td>
</tr>
<tr>
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<td>Shows</td>
<td>Apply</td>
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<td>Shows</td>
<td>Apply</td>
</tr>
<tr>
<td>Subtlety</td>
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<td>Shows</td>
<td>Apply</td>
</tr>
<tr>
<td>A series of original, related, functional artworks that communicates a personal idea</td>
<td>Create</td>
<td>Create</td>
<td>4</td>
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<tr>
<td>Drawing and media techniques that demonstrate sensitivity and subtlety in use of media</td>
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<td>Understand</td>
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<td>Select</td>
<td>Understand</td>
<td>2</td>
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<tr>
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<td>Apply</td>
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<tr>
<td>Drawing and media techniques that demonstrate engagement with experimentation and/or risk-taking</td>
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<tr>
<td>Drawing and media techniques that demonstrate informed decision-making</td>
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<tr>
<td>Color expressively to communicate ideas</td>
<td>Use</td>
<td>Apply</td>
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<tr>
<td>Subject matter to communicate personal ideas through a series of original, related works</td>
<td>Select</td>
<td>Apply</td>
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<tr>
<td>How people from different groups might respond to artworks that express themes</td>
<td>Discuss</td>
<td>Analyze</td>
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<tr>
<td>How contemporary events and social ideas are reflected in student artworks</td>
<td>Explain</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How do students create an effective and organized layout in a design?
2. How do students combine images and type in a layout?
3. How do students use the design process in order to improve and revise layouts?

**Enduring Understanding/Big Ideas:**
1. Students will be introduced to basic design vocabulary and concepts through experimentation and tutorials. The concepts of visual hierarchy and basic type layout are important during this process.
2. Students will be introduced to a variety of options for placement by researching, experimenting and completing tutorials as they learn to combine imagery and type in a layout.
3. Students will use the cyclical process of design as they brainstorm, sketch, create, collaborate, revise, and present their layouts. This process will happen many times before the final layout is ready for print or publication.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>Symmetrical</td>
<td>Layout</td>
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<td>Asymmetrical</td>
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<td>Hierarchy</td>
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<td>Teaser</td>
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<tr>
<td>Gutter</td>
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</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** textbook, internet resources
Topic 1: Introduction

Engaging Experience 1
Title: Introduction to Layout
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- I.3.B.4 Create a series of original, related, functional artworks that communicates a personal idea

Supporting:
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
- II.2.F.4 Use facial and/or figure proportions expressively
- II.2.D.4 Use rhythm expressively
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.A.4 Use balance expressively
- II.2.E.4 Use unity to support the personal expression of an idea
- II.1.G.4 Use space expressively to communicate ideas
- II.2.C.4 Use contrast expressively
- II.1.C..4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively

Detailed Description/Instructions: Students will be introduced to the terminology related to design layout. Students will be presented with a variety of layout options and create sketches of the various types.

Bloom’s Levels: Create

Webb’s DOK: 4
Engaging Experience 1
Title: Design Development
Suggested Length of Time: 5 class periods
Standards Addressed

Priority:
- I.3.A.4 Select subject matter to communicate personal ideas through a series of original, related works
- I.3.B.4 Create a series of original, related, functional artworks that communicates a personal idea

Supporting:
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
- II.2.F.4 Use facial and/or figure proportions expressively
- II.2.D.4 Use rhythm expressively
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.A.4 Use balance expressively
- II.2.E.4 Use unity to support the personal expression of an idea
- II.1.G.4 Use space expressively to communicate ideas
- II.2.C.4 Use contrast expressively
- II.1.C.4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively

Detailed Description/Instructions: Students will complete a series of small-scale assignments dealing with topics such as hierarchy, active negative space, page layout, proximity, alignment, placement, or scale, for example.

Bloom’s Levels: Create
Webb’s DOK: 4
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will be presented with a design challenge that can be resolved through the organization of information, images and text in a thematic design. These could include infographics, page layouts, posters designs, or others.
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<td>Students will be introduced to the terminology related to design layout. Students will be presented with a variety of layout options and create sketches of the various types.</td>
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<td>Design and Development</td>
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<td>Students will complete a series of small-scale assignments dealing with topics such as hierarchy, active negative space, page layout, proximity, alignment, placement, or scale, for example.</td>
<td>5 class periods</td>
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</tbody>
</table>
Unit 7: Commercial Art

Subject: Graphic Design
Grade: 10, 11, 12
Name of Unit: Commercial Art
Length of Unit: 15 class periods

Overview of Unit: Students will complete a performance event in which their original commercial art products are presented in a unified, coherent manner that appeals to their target audience and establishes their corporate brand. These could include a display board, process book, class presentation or other means of mass publication.

Priority Standards for unit:

- III.2.A.4 Use the following process with a body of work (portfolio):
  - Describe artwork
  - Analyze the use of elements and principles in the work
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated):
    - Showing a real or idealized image of life (Imitationalism)
    - Expressing feelings (Emotionalism/Expressionism)
    - Emphasis on elements and principles (Formalism)
    - Serving a purpose in the society or culture (Functionalism)
- I.3.C.4 Develop a theme through a series of original artworks that communicates personal ideas
  - Addresses complex visual and/or conceptual ideas
  - Shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety
- I.3.B.4 Create a series of original, related, functional artworks that communicates a personal idea
- I.1.C.4 Select and apply digital/computer media that demonstrate
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making
- II.1.E.4 Use color expressively to communicate ideas
- I.3.A.4 Select subject matter to communicate personal ideas through a series of original, related works
- III.1.A.3 Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)
- IV.2.A.4 Explain how contemporary events and social ideas are reflected in student artworks
Supporting Standards for unit:
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
- II.2.F.4 Use facial and/or figure proportions expressively
- II.2.D.4 Use rhythm expressively
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.A.4 Use balance expressively
- II.2.E.4 Use unity to support the personal expression of an idea
- II.1.G.4 Use space expressively to communicate ideas
- II.2.C.4 Use contrast expressively
- II.1.C.4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively

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<td>Describe</td>
<td>Understand</td>
<td>3</td>
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<tr>
<td>the use of elements and principles in the work</td>
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<td>Analyze</td>
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<tr>
<td>Risk-taking</td>
<td>Shows</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>Shows</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Subtlety</td>
<td>Shows</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>A series of original, related, functional artworks that communicates a personal idea</td>
<td>Create</td>
<td>Create</td>
<td>4</td>
</tr>
</tbody>
</table>
Drawing and media techniques that demonstrate sensitivity and subtlety in use of media | Select | Understand | 2
---|---|---|---
Drawing and media techniques that demonstrate engagement with experimentation and/or risk-taking | Select | Understand | 2
Drawing and media techniques that demonstrate informed decision-making | Select | Understand | 2
Drawing and media techniques that demonstrate sensitivity and subtlety in use of media | Apply | Apply | 3
Drawing and media techniques that demonstrate engagement with experimentation and/or risk-taking | Apply | Apply | 3
Drawing and media techniques that demonstrate informed decision-making | Apply | Apply | 3
Color expressively to communicate ideas | Use | Apply | 3
Subject matter to communicate personal ideas through a series of original, related works | Select | Apply | 3
How people from different groups might respond to artworks that express themes | Discuss | Analyze | 3
How contemporary events and social ideas are reflected in student artworks | Explain | Analyze | 3

**Essential Questions:**
1. How can students design art for business, marketing and promotion?
2. How do students appeal to a target audience?
3. How will students know what visual devices are used in commercial art and branding?

**Enduring Understanding/Big Ideas:**
1. Students will apply knowledge of pixel and vector graphics to create products and designs for use in commercial art.
2. Students will be introduced to survey and marketing techniques to determine the needs or preferences of a target audience.
3. Students will research commercial art, corporate branding and create items such as logos, web designs, print items, advertisements, and packaging.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th><strong>Academic Cross-Curricular Words</strong></th>
<th><strong>Content/Domain Specific</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>Target Audience</td>
</tr>
<tr>
<td>Marketing</td>
<td>Commercial Art</td>
</tr>
<tr>
<td>Logo</td>
<td></td>
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<td>-------</td>
<td></td>
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<tr>
<td>Color Scheme</td>
<td></td>
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<tr>
<td>Branding</td>
<td></td>
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<tr>
<td>Advertising</td>
<td></td>
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<tr>
<td>Packaging</td>
<td></td>
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<tr>
<td>Stationery Design</td>
<td></td>
</tr>
<tr>
<td>Web Design</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development**: textbook, internet resources
Topic 1: Introduction

Engaging Experience 1
Title: Introduction to Commercial Art
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- III.2.A.4 Use the following process with a body of work (portfolio):
  - Describe artwork
  - Analyze the use of elements and principles in the work
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated):
    - Showing a real or idealized image of life (Imitationalism)
    - Expressing feelings (Emotionalism/Expressionism)
    - Emphasis on elements and principles (Formalism)
    - Serving a purpose in the society or culture (Functionalism)
- I.1.C.4 Select and apply digital/computer media that demonstrate
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

Supporting:
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
- II.2.F.4 Use facial and/or figure proportions expressively
- II.2.D.4 Use rhythm expressively
- II.1.D.4 Use textures expressively to communicate ideas
- II.2.A.4 Use balance expressively
- II.2.E.4 Use unity to support the personal expression of an idea
- II.1.G.4 Use space expressively to communicate ideas
- II.2.C.4 Use contrast expressively
- II.1.C..4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively

Detailed Description/Instructions: Students will collaborate, research and investigate commercial art products that are components of branding or corporate identity. Students will generate a concept for a fictional product or service.

Bloom’s Levels: Analyze

Webb’s DOK: 3
Engaging Experience 1
Title: Concept Development
Suggested Length of Time: 7 class periods
Standards Addressed

Priority:
- III.2.A.4 Use the following process with a body of work (portfolio):
  - Describe artwork
  - Analyze the use of elements and principles in the work
  - Interpret the meaning of the work (subject, theme, symbolism, message communicated):
    - Showing a real or idealized image of life (Imitationalism)
    - Expressing feelings (Emotionalism/Expressionism)
    - Emphasis on elements and principles (Formalism)
    - Serving a purpose in the society or culture (Functionalism)
- I.3.B.4 Create a series of original, related, functional artworks that communicates a personal idea
- I.1.C.4 Select and apply digital/computer media that demonstrate
  - sensitivity and subtlety in use of media
  - engagement with experimentation and/or risk taking
  - informed decision-making

Supporting:
- II.1.A.4 Use line expressively to communicate ideas
- II.1.B.4 Use shapes expressively to communicate ideas
- II.1.F.4 Use value expressively to communicate ideas
- II.2.F.4 Use facial and/or figure proportions expressively
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- II.1.D.4 Use textures expressively to communicate ideas
- II.2.A.4 Use balance expressively
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- II.1.G.4 Use space expressively to communicate ideas
- II.2.C.4 Use contrast expressively
- II.1.C..4 Use forms expressively to communicate ideas
- II.2.B.4 Use emphasis expressively
**Detailed Description/Instructions:** Using the design thinking process, students will determine the target audience of their fictional business and complete a series of interrelated assignments that will establish their corporate brand. These could include logo design, letterhead, website design, social media components, packaging or others.

**Bloom’s Levels:** Create

**Webb’s DOK:** 4
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)
Students will complete a performance event in which their original commercial art products are presented in a unified, coherent manner that appeals to their target audience and establishes their corporate brand. These could include a display board, process book, class presentation or other means of mass publication.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduction to Commercial Art</td>
<td>Students will collaborate, research and investigate commercial art products that are components of branding or corporate identity. Students will generate a concept for a fictional product or service.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Design Development</td>
<td>Design Development</td>
<td>Using the design thinking process, students will determine the target audience of their fictional business and complete a series of interrelated assignments that will establish their corporate brand. These could include logo design, letterhead, website design, social media components, packaging or others.</td>
<td>7 class periods</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.