



West Windsor-Plainsboro Regional School District Computer Art & Design I

Unit X: Elements and Principles of Design

Content Area: Visual Art

Course & Grade Level: Computer Art & Design I, Grades 9-12

Summary and Rationale

The computer is playing a larger part in every facet of life, including the visual arts. Students need computer graphics to prepare for computer art classes in college and for everyday tasks. Many students have computers at home, have experimented with computer art programs, and wish to pursue their interest in the computer in an artistic manner. Students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. These skills will enable students to develop portfolios that will be competitive for entrance requirements and scholarships, and be transferable to other academic disciplines, college programs, employment opportunities, and the life of the larger community.

Students will learn to break down images into elements and principles, understanding why images are aesthetically and conceptually successful. Students will become more proficient with basic computer skills, how to successfully utilize their printers, and the use of standard software in the art industry. Students will develop sensitivity to the composition, fonts, cultural standards, and messages within the graphic world we encounter on a daily basis. Students will learn ways advertising and visual imagery have been used to promote products and agendas, and how those methods inform their own work. Students will follow project deadlines, learn the important aspects of presentation, and create digital portfolios. The greater creativity and computer skills learned in this course will be utilized in other disciplines, activities, and the life of the larger community.

In this overarching unit, students will use design elements both individually and in combination, in various approaches, to capitalize on their unique artistic capabilities for representation and expression. Students will learn art vocabulary and critical skills for discussing their own and others artworks.

Recommended Pacing

180 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
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.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one’s understanding of the world is affected by experiencing visual arts.
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.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions, and history may influence personal responses to art.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard:	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Standards (Science, SS, etc..)	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Artists and other presenters consider various evolving technologies, techniques, methods, venues, and criteria when analyzing, selecting, and curating artworks for preservation, presentation and display. ● Artists analyze, evaluate, and refine their presentation/performance/production over time through openness to new ideas, persistence, and the application of appropriate criteria 	
Unit Essential Questions	

- How does knowing and using visual art vocabulary help us understand and interpret works of art?
- How does the recognition of one's thoughts, feelings and their impact integrate to synthesize, make and interpret meaning in artistic works?

Objectives

When CREATING, students will know and be able to:

- Choose a present-day life practice to investigate, research, and decipher the positive and negative of existing designs
- Experiment with new programs and their various tools and applications
- Understand how the design of a space affects one's experience
- Generate ideas as a group on how an artwork or design can change the viewer's experience
- Reference, define, and utilize traditional and/or contemporary cultural traditions, practices, and/or imagery to examine, reflect, and adjust works in progress.
- Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the working process

When PRESENTING, students will know and be able to:

- Discuss and explain work by contemporary and historical artists
- Select presentation methods and materials that match the specific needs of the artwork
- Make critical differentiations between levels of quality, clarity of purpose/intention, and capability of display
- Arrange and organize a group of artworks to create a display
- Create a digital portfolio of their work to be preserved throughout their entire high school career
- Analyze and discuss the decision-making process for how and why an artist displays their work for viewing
- Critique how the presentation and selections, including digital platform choices, of an exhibition changes the viewer's experience
- Describe and analyze how a group of artworks can reflect, develop or change personal, social, political, and/or cultural beliefs

When RESPONDING, students will know and be able to:

- Analyze ways in which individuals perceive art differentiated by their personal experiences
- Discuss how art works and visual imagery can be designed to create specific reactions in the viewer
- Analyze and explain how exposure to a variety of visual and digital imagery encountered in daily life affects an individual
- Create a personal response to an artwork that takes into account descriptive and analytic factors of its context, design elements, composition, and presentation
- Participate in a verbal/written critique that interprets common themes, effects, and concepts
- Utilize discipline-specific vocabulary to analyze and discuss artworks in a critique format
- Define & analyze relevant and common vocabulary for describing, analyzing, interpreting, and critiquing a work or set of artworks

Evidence of Learning

Assessment

One-on-one discussions, group discussions and critiques, finished work and digital product

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Core Text:

Unit X: Art History**Content Area: Visual Art****Course & Grade Level: Computer Art & Design I, Grades 9-12****Summary and Rationale**

The computer is playing a larger part in every facet of life, including the visual arts. Students need computer graphics to prepare for computer art classes in college and for everyday tasks. Many students have computers at home, have experimented with computer art programs, and wish to pursue their interest in the computer in an artistic manner. Students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. These skills will enable students to develop portfolios that will be competitive for entrance requirements and scholarships, and be transferable to other academic disciplines, college programs, employment opportunities, and the life of the larger community.

Students will learn to break down images into elements and principles, understanding why images are aesthetically and conceptually successful. Students will become more proficient with basic computer skills, how to successfully utilize their printers, and the use of standard software in the art industry. Students will develop sensitivity to the composition, fonts, cultural standards, and messages within the graphic world we encounter on a daily basis. Students will learn ways advertising and visual imagery have been used to promote products and agendas, and how those methods inform their own work. Students will follow project deadlines, learn the important aspects of presentation, and create digital portfolios. The greater creativity and computer skills learned in this course will be utilized in other disciplines, activities, and the life of the larger community.

In this overarching unit, students will recognize cultural and historical influences that have an effect on the visual arts, themselves, and other artists, cultures, and historical time periods.

Recommended Pacing

180 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
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.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.

1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
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.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions, and history may influence personal responses to art.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard:	
CPI #	Cumulative Progress Indicator (CPI)
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Standards (Science, SS, etc..)	
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. - SEL Openness and mutual respect for differing viewpoints impact one's perception, analysis or interpretation of artistic works and provide artists with a variety of perspectives to express and become aware of the differences among individuals, groups and other's cultural backgrounds. 	
Unit Essential Questions	

- How do artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others?
- How does responding to an artistic work develop the capacity to evaluate and think critically?

Objectives

When CREATING, students will know and be able to:

- Reference various aspects of art history to pull inspiration and ideas from
- Understand the transformative power of art
- Reference, define, and utilize traditional and/or contemporary cultural traditions, practices, and/or imagery to examine, reflect, and adjust works in progress.

When PRESENTING, students will know and be able to:

- Discuss and explain work by contemporary and historical artists
- Discuss the importance of displaying art and its effects on society
- Describe and analyze how a group of artworks can reflect, develop or change personal, social, political, and/or cultural beliefs
- Choose a historical period/movement/exhibition/collection and explain how it is a reflection of a particular time, place, and set of social, political, and/or cultural beliefs

When RESPONDING, students will know and be able to:

- Discuss how the content awareness of a particular piece/set of art will influence an individual’s future understandings and experiences
- Discuss how art works and visual imagery can be designed to create specific reactions in the viewer
- Describe how perspectives are developed and changed from exposure to visual and digital imagery within society
- Analyze and explain how exposure to a variety of visual and digital imagery encountered in daily life affects an individual

When CONNECTING, students will know and be able to:

- Describe how the creative process can develop awareness of societal and community issues
- Discuss and explain how various cultural and historical contextual knowledge can influence personal responses to art.
- Describe how understanding one cultural and/or historical context can influence personal responses to other cultural and historical contexts.

Evidence of Learning

Assessment

One-on-one discussions, group discussions and critiques, presentations, and written responses.

Competencies for 21st Century Learners

	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Core Text:

Unit I: Vector Graphics**Content Area: Visual Art****Course & Grade Level: Computer Art & Design I****Summary and Rationale**

The computer is playing a larger part in every facet of life, including the visual arts. Students need computer graphics to prepare for computer art classes in college and for everyday tasks. Many students have computers at home, have experimented with computer art programs, and wish to pursue their interest in the computer in an artistic manner. Students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. These skills will enable students to develop portfolios that will be competitive for entrance requirements and scholarships, and be transferable to other academic disciplines, college programs, employment opportunities, and the life of the larger community.

Students will learn to break down images into elements and principles, understanding why images are aesthetically and conceptually successful. Students will become more proficient with basic computer skills, how to successfully utilize their printers, and the use of standard software in the art industry. Students will develop sensitivity to the composition, fonts, cultural standards, and messages within the graphic world we encounter on a daily basis. Students will learn ways advertising and visual imagery have been used to promote products and agendas, and how those methods inform their own work. Students will follow project deadlines, learn the important aspects of presentation, and create digital portfolios. The greater creativity and computer skills learned in this course will be utilized in other disciplines, activities, and the life of the larger community.

In this unit, students will explore and develop skills within the field of vector graphics to create original imagery. Students will learn the strengths and weaknesses of the vector format along with its primary functions in the design field.

Recommended Pacing

60 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
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.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.

1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
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.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions, and history may influence personal responses to art.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard:	
CPI #	Cumulative Progress Indicator (CPI)
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Standards (Science, SS, etc..)	
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Analyzing, interpreting and evaluating artistic works/processes develops the ability to better identify, understand, and apply essential skills needed to achieve one's goals. • The creative process is iterative and requires perseverance and strategies to overcome obstacles in order to successfully execute the artist's vision. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do artists and designers learn from trial and error? 	

- How do artists work?

Objectives

When CREATING, students will know and be able to:

- Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions
- Generate ideas through discussion with peers and teacher
- Reference various aspects of art history to pull inspiration and ideas from
- Develop multiple solutions to a single concept/problem
- Choose a present-day life practice to investigate, research, and decipher the positive and negative of existing designs
- Experiment with new programs and their various tools and applications
- Utilize the artmaking process as a main driving force of production
- Recognize and capitalize on positive possible solutions that develop as a matter of the working process
- Being able to recognize failures and change direction
- Discuss inherent physical caution and safety issues around technical art approaches
- Discuss the proper handling of hardware equipment
- Understand the transformative power of art
- Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the working process

When PRESENTING, students will know and be able to:

- Discuss and explain work by contemporary and historical artists
- Make critical differentiations between levels of quality, clarity of purpose/intention, and capability of display
- Arrange and organize a group of artworks to create a display
- Analyze and discuss the decision-making process for how and why an artist displays their work for viewing

When RESPONDING, students will know and be able to:

- Discuss how art works and visual imagery can be designed to create specific reactions in the viewer
- Describe how perspectives are developed and changed from exposure to visual and digital imagery within society
- Analyze and explain how exposure to a variety of visual and digital imagery encountered in daily life affects an individual
- Create a personal response to an artwork that takes into account descriptive and analytic factors of its context, design elements, composition, and presentation
- Participate in a verbal/written critique that interprets common themes, effects, and concepts
- Utilize discipline-specific vocabulary to analyze and discuss artworks in a critique format
- Design a rubric to evaluate objectives in a specific project
- Self-assess and reflect on a work of art according to a rubric
- Define & analyze relevant and common vocabulary for describing, analyzing, interpreting, and critiquing a work or set of artworks

When CONNECTING, students will know and be able to:

- Document the creative process from brainstorming to work in progress to finished product
- Describe how the process creates and expresses growth, personal knowledge, experiences, and meaning.

Evidence of Learning

Assessment

One-on-one discussions, group discussions and critiques, finished work and digital product, quizzes and testing, and personal reflections

Competencies for 21st Century Learners

	Collaborative Team Member		Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher

	Innovative & Practical Problem Solver		Self-Directed Learner
Resources			
Core Text:			

Unit 2: Pixel Graphics

Content Area: Visual Art

Course & Grade Level: Computer Art & Design I, Grades 9-12

Summary and Rationale

The computer is playing a larger part in every facet of life, including the visual arts. Students need computer graphics to prepare for computer art classes in college and for everyday tasks. Many students have computers at home, have experimented with computer art programs, and wish to pursue their interest in the computer in an artistic manner. Students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. These skills will enable students to develop portfolios that will be competitive for entrance requirements and scholarships, and be transferable to other academic disciplines, college programs, employment opportunities, and the life of the larger community.

Students will learn to break down images into elements and principles, understanding why images are aesthetically and conceptually successful. Students will become more proficient with basic computer skills, how to successfully utilize their printers, and the use of standard software in the art industry. Students will develop sensitivity to the composition, fonts, cultural standards, and messages within the graphic world we encounter on a daily basis. Students will learn ways advertising and visual imagery have been used to promote products and agendas, and how those methods inform their own work. Students will follow project deadlines, learn the important aspects of presentation, and create digital portfolios. The greater creativity and computer skills learned in this course will be utilized in other disciplines, activities, and the life of the larger community.

In this unit, students will explore and develop skills within the field of pixel graphics to create original imagery. Students will learn the strengths and weaknesses of the pixel format along with its primary functions in the design field.

Recommended Pacing

60 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
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.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.

1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
Responding	
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1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one’s understanding of the world is affected by experiencing visual arts.
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.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions, and history may influence personal responses to art.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard:	
CPI #	Cumulative Progress Indicator (CPI)
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Standards (Science, SS, etc..)	
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals by experimenting with forms, structures, materials, concepts, media, and art-making approaches while balancing safety, freedom and responsibility. Artists organize and develop creative ideas while recognizing the impact of one’s personal traits, strengths and challenges. 	

Unit Essential Questions

- In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process?
- How do visual arts influence our views of the world?

Objectives

When **CREATING**, students will know and be able to:

- Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions
- Generate ideas through discussion with peers and teacher
- Reference various aspects of art history to pull inspiration and ideas from
- Develop multiple solutions to a single concept/problem
- Choose a present-day life practice to investigate, research, and decipher the positive and negative of existing designs
- Experiment with new programs and their various tools and applications
- Utilize the artmaking process as a main driving force of production
- Recognize and capitalize on positive possible solutions that develop as a matter of the working process
- Being able to recognize failures and change direction
- Discuss inherent physical caution and safety issues around technical art approaches
- Discuss the proper handling of hardware equipment
- Understand the transformative power of art
- Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the working process

When **PRESENTING**, students will know and be able to:

- Discuss and explain work by contemporary and historical artists
- Make critical differentiations between levels of quality, clarity of purpose/intention, and capability of display
- Arrange and organize a group of artworks to create a display
- Analyze and discuss the decision-making process for how and why an artist displays their work for viewing

When **RESPONDING**, students will know and be able to:

- Discuss how art works and visual imagery can be designed to create specific reactions in the viewer
- Describe how perspectives are developed and changed from exposure to visual and digital imagery within society
- Analyze and explain how exposure to a variety of visual and digital imagery encountered in daily life affects an individual
- Create a personal response to an artwork that takes into account descriptive and analytic factors of its context, design elements, composition, and presentation
- Participate in a verbal/written critique that interprets common themes, effects, and concepts
- Utilize discipline-specific vocabulary to analyze and discuss artworks in a critique format
- Design a rubric to evaluate objectives in a specific project
- Self-assess and reflect on a work of art according to a rubric
- Define & analyze relevant and common vocabulary for describing, analyzing, interpreting, and critiquing a work or set of artworks

When **CONNECTING**, students will know and be able to:

- Document the creative process from brainstorming to work in progress to finished product
- Describe how the process creates and expresses growth, personal knowledge, experiences, and meaning.

Evidence of Learning			
Assessment			
One-on-one discussions, group discussions and critiques, finished work and digital product, quizzes and testing, and personal reflections			
Competencies for 21st Century Learners			
	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
Core Text:			

Unit 3: Real World Applications

Content Area: Visual Art

Course & Grade Level: Computer Art & Design I, Grades 9-12

Summary and Rationale

The computer is playing a larger part in every facet of life, including the visual arts. Students need computer graphics to prepare for computer art classes in college and for everyday tasks. Many students have computers at home, have experimented with computer art programs, and wish to pursue their interest in the computer in an artistic manner. Students will learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain technical skills, and engage in critical thinking in relation to media practices and manipulation. These skills will enable students to develop portfolios that will be competitive for entrance requirements and scholarships, and be transferable to other academic disciplines, college programs, employment opportunities, and the life of the larger community.

Students will learn to break down images into elements and principles, understanding why images are aesthetically and conceptually successful. Students will become more proficient with basic computer skills, how to successfully utilize their printers, and the use of standard software in the art industry. Students will develop sensitivity to the composition, fonts, cultural standards, and messages within the graphic world we encounter on a daily basis. Students will learn ways advertising and visual imagery have been used to promote products and agendas, and how those methods inform their own work. Students will follow project deadlines, learn the important aspects of presentation, and create digital portfolios. The greater creativity and computer skills learned in this course will be utilized in other disciplines, activities, and the life of the larger community.

In this unit, students will develop understandings of how art is used in everyday experiences to both communicate and manipulate meaning. Students will apply their skills in both pixel and vector graphics to create various concepts and products that relate to the real world. Students will become informed visual consumers to creatively work and be responsive within contemporary culture.

Recommended Pacing

60 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
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.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one’s understanding of the world is affected by experiencing visual arts.
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.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions, and history may influence personal responses to art.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard:	
CPI #	Cumulative Progress Indicator (CPI)
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Standards (Science, SS, etc..)	
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Visual media is pervasive and directly affects culture. ● Knowledge and personal experiences, and societal, cultural and historical exposure and analysis in the arts can be used to implement and model effective problem solving and critical thinking skills. ● Through art-making, investigating, interacting and analyzing art, people make meaning, develop ideas and understandings of society, culture and history, awareness of perception and gain knowledge and experiences 	
Unit Essential Questions	

- How does format affect function? How does function affect format? Does art have to have a function? How are form and function determined?
- How does art help us understand the lives of people of different times, places, and cultures, impact our views of a society and preserve aspects of life?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?

Objectives

When **CREATING**, students will know and be able to:

- Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions
- Generate ideas through discussion with peers and teacher
- Reference various aspects of art history to pull inspiration and ideas from
- Develop multiple solutions to a single concept/problem
- Choose a present-day life practice to investigate, research, and decipher the positive and negative of existing designs
- Generate new solutions to existing contemporary issues, traditions, practice
- Utilize the artmaking process as a main driving force of production
- Recognize and capitalize on positive possible solutions that develop as a matter of the working process
- Being able to recognize failures and change direction
- Discuss inherent physical caution and safety issues around technical art approaches
- Discuss the proper handling of hardware equipment
- Understand the transformative power of art
- Understand how the design of a space affects one's experience
- Generate ideas as a group on how an artwork or design can change the viewer's experience
- Reference, define, and utilize traditional and/or contemporary cultural traditions, practices, and/or imagery to examine, reflect, and adjust works in progress.
- Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the working process

When **PRESENTING**, students will know and be able to:

- Discuss and explain work by contemporary and historical artists
- Select presentation methods and materials that match the specific needs of the artwork
- Make critical differentiations between levels of quality, clarity of purpose/intention, and capability of display
- Arrange and organize a group of artworks to create a display
- Create a digital portfolio of their work to be preserved throughout their entire high school career
- Analyze and discuss the decision-making process for how and why an artist displays their work for viewing
- Discuss the importance of displaying art and its effects on society
- Critique how the presentation and selections, including digital platform choices, of an exhibition changes the viewer's experience
- Describe and analyze how a group of artworks can reflect, develop or change personal, social, political, and/or cultural beliefs

When **RESPONDING**, students will know and be able to:

- Analyze ways in which individuals perceive art differentiated by their personal experiences
- Discuss how the content awareness of a particular piece/set of art will influence an individual's future understandings and experiences
- Discuss how art works and visual imagery can be designed to create specific reactions in the viewer
- Describe how perspectives are developed and changed from exposure to visual and digital imagery within society
- Analyze and explain how exposure to a variety of visual and digital imagery encountered in daily life affects an individual
- Create a personal response to an artwork that takes into account descriptive and analytic factors of its context, design elements, composition, and presentation

- Participate in a verbal/written critique that interprets common themes, effects, and concepts
- Utilize discipline-specific vocabulary to analyze and discuss artworks in a critique format
- Design a rubric to evaluate objectives in a specific project
- Self-assess and reflect on a work of art according to a rubric
- Define & analyze relevant and common vocabulary for describing, analyzing, interpreting, and critiquing a work or set of artworks

When CONNECTING, students will know and be able to:

- Document the creative process from brainstorming to work in progress to finished product
- Describe how the process creates and expresses growth, personal knowledge, experiences, and meaning.
- Describe how the creative process can develop awareness of societal and community issues
- Describe how an artist can affect societal issues from a personal to global scale

Evidence of Learning

Assessment

One-on-one discussions, group discussions and critiques, finished work and digital product, quizzes and testing, and personal reflections

Competencies for 21st Century Learners

Collaborative Team Member	Effective Communicator
Globally Aware, Active, & Responsible Student/Citizen	Information Literate Researcher
Innovative & Practical Problem Solver	Self-Directed Learner

Resources

Core Text: