



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

Unit X: Elements and Principles of Design

Content Area: Visual Art

Course & Grade Level: Computer Art & Design II, Grades 10-12

Summary and Rationale

In Computer Art & Design II, students continue to build on knowledge learned in Computer Art & Design I, through exploration in areas of design, animation, real world applications, and self-expression. Students need advanced computer graphics to prepare for computer art classes in college and for everyday tasks. Students will continue to learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain advanced technical skills, and engage in critical thinking in relation to media practices and manipulation. These advanced skills will enable students to continue to develop portfolios that will be highly 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 develop more advanced computer skills, and printer relationships, and the use of standard software in the art industry. Students will continue to develop sensitivity to the composition, fonts, cultural standards, and messages within the graphic world we encounter on a daily basis. Students will learn advanced 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 increasingly wider and more diverse approaches, to capitalize on their unique artistic capabilities for representation and expression.

Recommended Pacing

180 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cr1a	Individually or collaboratively, formulate new creative problems based on student's existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.

1.5.12acc.Pr5a	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cn10a	Appreciate artistic connections among multiple cultures, demographics and generations.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
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:

- Research previous art, and design practices as a basis for new approaches and idea generation
- Generate new solutions to existing contemporary issues, traditions, practice
- Utilize traditional and digital media to plan and design artwork
- Utilize the artmaking process as a main driving force of production
- Identify and exploit unique strengths and weaknesses of varying graphic media
- utilize design and program aspects in a variety of approaches and solutions
- apply fonts, symbols, language, and design elements and principles to effectively communicate specific messages
- Understand and harness the transformative power of art in response to contemporary issues
- Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the individual working process to align with original or revised vision
- Recognize and capitalize on possible solutions that develop as a matter of the working process
- Use group discussion and personal reflection to alter and refine the final product in order to reach a clearer reflection of personal visions and concerns.

When PRESENTING, students will know and be able to:

- Understand and apply how groups of artwork can be organized around commonalities of theme and/or style
- Arrange and organize a group of artworks to create a display or collection within specific parameters

When RESPONDING, students will know and be able to:

- Recognize how every choice within visual media affect the viewer and self in various capacities, and can be manipulated to target specific audiences
- Recognize and identify themes, effects, and concepts within the artwork that inform interpretation and effect
- Recognize and apply how vocabulary choices in critiques, including content specific vocabulary, affects understanding and interpretation of work
- Recognize and apply how critical criteria can carry underlying bias and influence

When CONNECTING, students will know and be able to:

- Recognize commonalities between various cultures, times, and environments within the construction of meaning through creative endeavors
- Understand and apply how groups of artwork can be organized around commonalities of theme and/or style
- Reflect how various selections of art across categories can illuminate and inform the art and experience of our own time and situations

Evidence of Learning

Assessment

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

Competencies for 21st Century Learners

	Collaborative Team Member	X	Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		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 II, Grades 10-12****Summary and Rationale**

In Computer Art & Design II, students continue to build on knowledge learned in Computer Art & Design I, through exploration in areas of design, animation, real world applications, and self-expression. Students need advanced computer graphics to prepare for computer art classes in college and for everyday tasks. Students will continue to learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain advanced technical skills, and engage in critical thinking in relation to media practices and manipulation. These advanced skills will enable students to continue to develop portfolios that will be highly 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 develop more advanced computer skills, and printer relationships, and the use of standard software in the art industry. Students will continue to develop sensitivity to the composition, fonts, cultural standards, and messages within the graphic world we encounter on a daily basis. Students will learn advanced 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 widen their art historical knowledge and connections to themselves, their lives, and other artists, cultures, and historical time periods. Students will expand their art vocabulary and critical skills for discussing their own and others artworks, both for revision and selection for greater presentation methods.

Recommended Pacing

180 days

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

CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cr1a	Individually or collaboratively formulate new creative problems based on students' existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.

1.5.12acc.Pr5a	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
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1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
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 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:

- Pursue creative risks by interpreting past work, traditions, and approaches
- Research previous art, and design practices as a basis for new approaches and idea generation
- Generate new solutions to existing contemporary issues, traditions, practice
- Use accepted practices and art historical exemplars as motivational springboards for individual interpretations of work
- understand, respect, and observe artistic licensing issues in their working process and finished product
- Discuss and utilize the correct use of materials and imagery in various situations
- Discuss the ethics of creating and distributing work for profit and/or purpose
- Demonstrate ethics and implications of using pre-existing images and ideas.
- Interpret, analyze, and incorporate trends, uses, and influences in contemporary digital art and historical graphic design.

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

- Make critical differentiations between levels of skill and clarity of purpose/intention
- Understand and apply how groups of artwork can be organized around commonalities of theme and/or style
- Arrange and organize a group of artworks to create a display or collection within specific parameters
- Describe and analyze how a group of artworks is a reflection of a particular time, place, and set of social, political, and/or cultural beliefs
- Understand how artist's digital platforms affect the viewer's response

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

- Allow personal life experience to inform individual interpretation of work.
- Recognize how every choice within visual media affect the viewer and self in various capacities, and can be manipulated to target specific audiences
- Analyze how imbedded associations and symbolism can create meaning for the audience
- Recognize and identify themes, effects, and concepts within the artwork that inform interpretation and effect

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

- Recognize the value of different cultures, times, and environments to create meaning with unique and specific ways of representation within their own experiences
- Recognize commonalities between various cultures, times, and environments within the construction of meaning through creative endeavors
- Be aware and understand multiple cultures, demographics and generational relationships through diverse graphic platforms.
- Understand and apply how groups of artwork can be organized around commonalities of theme and/or style
- Describe and analyze how art connects us all to a variety of societal, cultural, and historical artistic contexts by drawing comparisons

- Reflect how various selections of art across categories can illuminate and inform the art and experience of our own time and situations
- Understand the relative use of art as a vehicle to promote change and awareness throughout various societal, cultural and historical contexts including our own.

Evidence of Learning

Assessment

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

Competencies for 21st Century Learners

X	Collaborative Team Member		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 X: Real World Application

Content Area: Visual Art

Course & Grade Level: Computer Art & Design II, Grades 10-12

Summary and Rationale

In Computer Art & Design II, students continue to build on knowledge learned in Computer Art & Design I, through exploration in areas of design, animation, real world applications, and self-expression. Students need advanced computer graphics to prepare for computer art classes in college and for everyday tasks. Students will continue to learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain advanced technical skills, and engage in critical thinking in relation to media practices and manipulation. These advanced skills will enable students to continue to develop portfolios that will be highly 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 develop more advanced computer skills, and printer relationships, and the use of standard software in the art industry. Students will continue to develop sensitivity to the composition, fonts, cultural standards, and messages within the graphic world we encounter on a daily basis. Students will learn advanced 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 develop higher understandings of how art is used in everyday experiences, and will apply their skills to create various concepts and products that relate to the real world. Students will become more informed visual consumers to creatively work and be more critically responsive within contemporary culture.

Recommended Pacing

180 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cr1a	Individually or collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.

1.5.12acc.Pr5a	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cn10a	Appreciate artistic connections among multiple cultures, demographics and generations.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
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"> 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 	

- An artist considers personal, ethical, safety, social awareness, and civic impact when making decisions as part of the creative process and to select, prepare and present/perform/produce artistic works.

Unit Essential Questions

- How do choices made in the process of preparing and presenting/producing artistic works affect the intended impact on the audience?
- How does refining artwork affect its meaning to the viewer?

Objectives

When CREATING, students will know and be able to:

- Develop multiple solutions to a single concept/problem
- Reflect on past work, individually or with groups, to generate new paths of work, ideas, problems, and solutions
- Pursue creative risks by interpreting past work, traditions, and approaches
- Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions based on previous work experience
- Research previous art, and design practices as a basis for new approaches and idea generation
- Generate new solutions to existing contemporary issues, traditions, practice
- Utilize traditional and digital media to plan and design artwork
- Use accepted practices and art historical exemplars as motivational springboards for individual interpretations of work
- cultivate a creative space and approach based upon student's own preferences and work habits
- Utilize the artmaking process as a main driving force of production
- Identify and exploit unique strengths and weaknesses of varying graphic media
- utilize design and program aspects in a variety of approaches and solutions
- apply fonts, symbols, language, and design elements and principles to effectively communicate specific messages
- understand, respect, and observe artistic licensing issues in their working process and finished product
- Discuss and utilize the correct use of materials and imagery in various situations
- Discuss the ethics of creating and distributing work for profit and/or purpose
- Understand and harness the transformative power of art in response to contemporary issues
- Interpret, analyze, and incorporate trends, uses, and influences in contemporary digital art and historical graphic design.
- incorporate current affairs or community issues to alter design processes and solutions
- Generate new uses and designs for pre-existing objects, systems, places, or designs, in response to contemporary issues

When PRESENTING, students will know and be able to:

- Make critical differentiations between levels of skill and clarity of purpose/intention
- Select presentation methods, pacing, and materials that match the specific needs of the artwork
- Analyze or set up a formatted platform that reacts to the needs of the display in a way that strengthens the impact of the work
- Understand how artist's digital platforms affect the viewer's response

When RESPONDING, students will know and be able to:

- Be aware of personal affect from and reaction to differing constructed/digital environments
- Recognize how every choice within visual media affect the viewer and self in various capacities, and can be manipulated to target specific audiences
- Recognize and identify themes, effects, and concepts within the artwork that inform interpretation and effect
- Recognize and apply how vocabulary choices in critiques, including content specific vocabulary, affects understanding and interpretation of work
- Recognize and apply how critical criteria can carry underlying bias and influence

When CONNECTING, students will know and be able to:

- Recognize the value of different cultures, times, and environments to create meaning with unique and specific ways of representation within their own experiences
- Recognize commonalities between various cultures, times, and environments within the construction of meaning through creative endeavors
- Be aware and understand multiple cultures, demographics and generational relationships through diverse graphic platforms.
- Describe and analyze how art connects us all to a variety of societal, cultural, and historical artistic contexts by drawing comparisons
- Understand the relative use of art as a vehicle to promote change and awareness throughout various societal, cultural and historical contexts including our own.

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 1: Computer Art & Design Concept Reinforcement	
Content Area: Visual Art	
Course & Grade Level: Computer Art & Design II, Grades 10-12	
Summary and Rationale	
<p>In Computer Art & Design II, students continue to build on knowledge learned in Computer Art & Design I, through exploration in areas of design, animation, real world applications, and self-expression. Students need advanced computer graphics to prepare for computer art classes in college and for everyday tasks. Students will continue to learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain advanced technical skills, and engage in critical thinking in relation to media practices and manipulation. These advanced skills will enable students to continue to develop portfolios that will be highly competitive for entrance requirements and scholarships, and be transferable to other academic disciplines, college programs, employment opportunities, and the life of the larger community.</p> <p>Students will learn to break down images into elements and principles, understanding why images are aesthetically and conceptually successful. Students will develop more advanced computer skills, and printer relationships, and the use of standard software in the art industry. Students will continue to develop sensitivity to the composition, fonts, cultural standards, and messages within the graphic world we encounter on a daily basis. Students will learn advanced 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.</p> <p>In this unit, students will reinforce the skills and concepts learned in Computer Art & Design I.</p>	
Recommended Pacing	
15 days	
New Jersey Student Learning Standards for Visual & Performing Arts	
Creating	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cr1a	Individually or collaboratively formulate new creative problems based on student's existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
Presenting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5a	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
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Connecting	
CPI #	Cumulative Progress Indicator (CPI)
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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"> ● The creative process is iterative and requires perseverance and strategies to overcome obstacles in order to successfully execute the artist's vision. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 	
Unit Essential Questions	

- What conditions, attitudes, and behaviors support or prevent creativity, encourage or discourage risk taking and lead to innovative thinking?

Objectives

When CREATING, students will know and be able to:

- Pursue creative risks by interpreting past work, traditions, and approaches
- Research previous art, and design practices as a basis for new approaches and idea generation
- Utilize traditional and digital media to plan and design artwork
- cultivate a creative space and approach based upon student's own preferences and work habits
- Utilize the artmaking process as a main driving force of production
- Identify and exploit unique strengths and weaknesses of varying graphic media
- utilize design and program aspects in a variety of approaches and solutions
- apply fonts, symbols, language, and design elements and principles to effectively communicate specific messages
- understand, respect, and observe artistic licensing issues in their working process and finished product
- Discuss and utilize the correct use of materials and imagery in various situations
- Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the individual working process to align with original or revised vision
- Recognize and capitalize on possible solutions that develop as a matter of the working process
- Use group discussion and personal reflection to alter and refine the final product in order to reach a clearer reflection of personal visions and concerns.

When PRESENTING, students will know and be able to:

- Manage and utilize file formats and folders to save, organize, upload, and create their digital portfolios
- Select presentation methods, pacing, and materials that match the specific needs of the artwork

When RESPONDING, students will know and be able to:

- Recognize how various digital formats and delivery options affect the interpretation, feelings, and behaviors of the audience

Evidence of Learning

Assessment

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

Competencies for 21st Century Learners

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

Resources

Core Text:

Unit 2: Advanced Techniques

Content Area: Visual Art

Course & Grade Level: Computer Art & Design II, Grades 10-12

Summary and Rationale

In Computer Art & Design II, students continue to build on knowledge learned in Computer Art & Design I, through exploration in areas of design, animation, real world applications, and self-expression. Students need advanced computer graphics to prepare for computer art classes in college and for everyday tasks. Students will continue to learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain advanced technical skills, and engage in critical thinking in relation to media practices and manipulation. These advanced skills will enable students to continue to develop portfolios that will be highly 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 develop more advanced computer skills, and printer relationships, and the use of standard software in the art industry. Students will continue to develop sensitivity to the composition, fonts, cultural standards, and messages within the graphic world we encounter on a daily basis. Students will learn advanced 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 develop their awareness and applications of various program options, working methods, visual platform options, and resources.

Over the course of the unit, at the teacher's discretion, projects should include the following concepts:

- Layout and Composition
- Color theory
- Packaging/Product Design
- Typography
- Formatting and Platforms

Recommended Pacing

60 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cr1a	Individually or collaboratively formulate new creative problems based on student's existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.

1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
Presenting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5a	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cn10a	Appreciate artistic connections among multiple cultures, demographics and generations.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
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

- 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.
- Analyzing, interpreting and evaluating artistic works and processes develops the ability to better identify, understand, and apply essential skills needed to achieve one's goals.

Unit Essential Questions

- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms?

Objectives

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

- Develop multiple solutions to a single concept/problem
- Reflect on past work, individually or with groups, to generate new paths of work, ideas, problems, and solutions
- Pursue creative risks by interpreting past work, traditions, and approaches
- Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions based on previous work experience
- Utilize past projects to push techniques further in new solutions
- Research previous art, and design practices as a basis for new approaches and idea generation
- Generate new solutions to existing contemporary issues, traditions, practice
- Utilize traditional and digital media to plan and design artwork
- Use accepted practices and art historical exemplars as motivational springboards for individual interpretations of work
- cultivate a creative space and approach based upon student's own preferences and work habits
- Utilize the artmaking process as a main driving force of production
- Identify and exploit unique strengths and weaknesses of varying graphic media
- utilize design and program aspects in a variety of approaches and solutions
- apply fonts, symbols, language, and design elements and principles to effectively communicate specific messages
- understand, respect, and observe artistic licensing issues in their working process and finished product
- Discuss and utilize the correct use of materials and imagery in various situations
- Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the individual working process to align with original or revised vision
- Recognize and capitalize on possible solutions that develop as a matter of the working process
- Use group discussion and personal reflection to alter and refine the final product in order to reach a clearer reflection of personal visions and concerns.

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

- Review current output to determine and select highest quality work for inclusion in select shows and exhibitions
- Manage and utilize file formats and folders to save, organize, upload, and create their digital portfolios
- Make critical differentiations between levels of skill and clarity of purpose/intention
- Select presentation methods, pacing, and materials that match the specific needs of the artwork
- Analyze or set up a formatted platform that reacts to the needs of the display in a way that strengthens the impact of the work
- Understand how artist's digital platforms affect the viewer's response

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

- Be aware of personal affect from and reaction to differing constructed/digital environments

- Recognize how every choice within visual media affect the viewer and self in various capacities, and can be manipulated to target specific audiences
- Analyze how imbedded associations and symbolism can create meaning for the audience
- Recognize how various digital formats and delivery options affect the interpretation, feelings, and behaviors of the audience
- Recognize and identify themes, effects, and concepts within the artwork that inform interpretation and effect
- Recognize and apply how critical criteria can carry underlying bias and influence

When CONNECTING, students will know and be able to:

- Recognize the value of different cultures, times, and environments to create meaning with unique and specific ways of representation within their own experiences
- Recognize commonalities between various cultures, times, and environments within the construction of meaning through creative endeavors
- Be aware and understand multiple cultures, demographics and generational relationships through diverse graphic platforms.

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

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 3: Introduction to Animation

Content Area: Visual Art

Course & Grade Level: Computer Art & Design II, Grades 10-12

Summary and Rationale

In Computer Art & Design II, students continue to build on knowledge learned in Computer Art & Design I, through exploration in areas of design, animation, real world applications, and self-expression. Students need advanced computer graphics to prepare for computer art classes in college and for everyday tasks. Students will continue to learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain advanced technical skills, and engage in critical thinking in relation to media practices and manipulation. These advanced skills will enable students to continue to develop portfolios that will be highly 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 develop more advanced computer skills, and printer relationships, and the use of standard software in the art industry. Students will continue to develop sensitivity to the composition, fonts, cultural standards, and messages within the graphic world we encounter on a daily basis. Students will learn advanced 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 and refine technical skills for creating animations. Students will become aware of various levels and options of approaches, and be able to select appropriate platforms for a variety of needs and applications.

Recommended Pacing

60 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cr1a	Individually or collaboratively formulate new creative problems based on student's existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Presenting

CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.

1.5.12acc.Pr5a	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cn10a	Appreciate artistic connections among multiple cultures, demographics and generations.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
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"> The presentation/production of an artistic work is enhanced by seeking help from others. 	

- 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.

Unit Essential Questions

- How do artists and designers learn from trial and error?
- How do artists work?

Objectives

When CREATING, students will know and be able to:

- Develop multiple solutions to a single concept/problem
- Pursue creative risks by interpreting past work, traditions, and approaches
- Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions based on previous work experience
- Research previous art, and design practices as a basis for new approaches and idea generation
- Utilize traditional and digital media to plan and design artwork
- cultivate a creative space and approach based upon student's own preferences and work habits
- Utilize the artmaking process as a main driving force of production
- Identify and exploit unique strengths and weaknesses of varying graphic media
- utilize design and program aspects in a variety of approaches and solutions
- apply fonts, symbols, language, and design elements and principles to effectively communicate specific messages
- understand, respect, and observe artistic licensing issues in their working process and finished product
- Discuss and utilize the correct use of materials and imagery in various situations
- Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the individual working process to align with original or revised vision
- Recognize and capitalize on possible solutions that develop as a matter of the working process
- Use group discussion and personal reflection to alter and refine the final product in order to reach a clearer reflection of personal visions and concerns.

When PRESENTING, students will know and be able to:

- Review current output to determine and select highest quality work for inclusion in select shows and exhibitions
- Manage and utilize file formats and folders to save, organize, upload, and create their digital portfolios
- Select presentation methods, pacing, and materials that match the specific needs of the artwork
- Analyze or set up a formatted platform that reacts to the needs of the display in a way that strengthens the impact of the work
- Understand how artist's digital platforms affect the viewer's response

When RESPONDING, students will know and be able to:

- Recognize how various digital formats and delivery options affect the interpretation, feelings, and behaviors of the audience
- Recognize and identify themes, effects, and concepts within the artwork that inform interpretation and effect

When CONNECTING, students will know and be able to:

- Understand and apply how groups of artwork can be organized around commonalities of theme and/or style

Evidence of Learning

Assessment

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

Competencies for 21st Century Learners

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

Resources

Core Text:

Unit 4: Personal Expression & Application

Content Area: Visual Art

Course & Grade Level: Computer Art & Design II, Grades 10-12

Summary and Rationale

In Computer Art & Design II, students continue to build on knowledge learned in Computer Art & Design I, through exploration in areas of design, animation, real world applications, and self-expression. Students need advanced computer graphics to prepare for computer art classes in college and for everyday tasks. Students will continue to learn to visually evaluate, organize, document, clarify thinking, become aesthetically discerning, gain advanced technical skills, and engage in critical thinking in relation to media practices and manipulation. These advanced skills will enable students to continue to develop portfolios that will be highly 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 develop more advanced computer skills, and printer relationships, and the use of standard software in the art industry. Students will continue to develop sensitivity to the composition, fonts, cultural standards, and messages within the graphic world we encounter on a daily basis. Students will learn advanced 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 place an emphasis on developing personal voice through their work. Students will explore personal approaches, stylistic qualities, expressive possibilities, and develop more complex solutions to project concerns.

Recommended Pacing

45 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cr1a	Individually or collaboratively formulate new creative problems based on student's existing artwork.

1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
Presenting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Pr4a	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5a	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12acc.Cn10a	Appreciate artistic connections among multiple cultures, demographics and generations.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
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"> ● 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. ● Artists organize and develop creative ideas while recognizing the impact of one’s personal traits, strengths and challenges. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● 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	
<p>When CREATING, students will know and be able to:</p> <ul style="list-style-type: none"> ● Develop multiple solutions to a single concept/problem ● Reflect on past work, individually or with groups, to generate new paths of work, ideas, problems, and solutions ● Pursue creative risks by interpreting past work, traditions, and approaches ● Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions based on previous work experience ● Research previous art, and design practices as a basis for new approaches and idea generation ● Generate new solutions to existing contemporary issues, traditions, practice ● Utilize traditional and digital media to plan and design artwork ● Use accepted practices and art historical exemplars as motivational springboards for individual interpretations of work ● cultivate a creative space and approach based upon student's own preferences and work habits ● Utilize the artmaking process as a main driving force of production ● Identify and exploit unique strengths and weaknesses of varying graphic media ● utilize design and program aspects in a variety of approaches and solutions ● apply fonts, symbols, language, and design elements and principles to effectively communicate specific messages ● understand, respect, and observe artistic licensing issues in their working process and finished product ● Discuss and utilize the correct use of materials and imagery in various situations ● Discuss the ethics of creating and distributing work for profit and/or purpose ● Demonstrate ethics and implications of using pre-existing images and ideas. ● Understand and harness the transformative power of art in response to contemporary issues ● Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the individual working process to align with original or revised vision ● Recognize and capitalize on possible solutions that develop as a matter of the working process ● Use group discussion and personal reflection to alter and refine the final product in order to reach a clearer reflection of personal visions and concerns. <p>When PRESENTING, students will know and be able to:</p>	

- Review current output to determine and select highest quality work for inclusion in select shows and exhibitions
- Manage and utilize file formats and folders to save, organize, upload, and create their digital portfolios
- Make critical differentiations between levels of skill and clarity of purpose/intention
- Understand and apply how groups of artwork can be organized around commonalities of theme and/or style
- Arrange and organize a group of artworks to create a display or collection within specific parameters
- Select presentation methods, pacing, and materials that match the specific needs of the artwork
- Analyze or set up a display that reacts to the needs of the space in a way that strengthens the impact of the work
- Analyze or set up a formatted platform that reacts to the needs of the display in a way that strengthens the impact of the work
- Understand how artist's digital platforms affect the viewer's response

When RESPONDING, students will know and be able to:

- Be aware of personal affect from and reaction to differing constructed/digital environments
- Communicate, through graphics, how personal experience can determine meaning within artwork.
- Allow personal life experience to inform individual interpretation of work.
- Analyze how imbedded associations and symbolism can create meaning for the audience
- Recognize how various digital formats and delivery options affect the interpretation, feelings, and behaviors of the audience
- Recognize and identify themes, effects, and concepts within the artwork that inform interpretation and effect
- Recognize and apply how critical criteria can carry underlying bias and influence

When CONNECTING, students will know and be able to:

- Recognize the value of different cultures, times, and environments to create meaning with unique and specific ways of representation within their own experiences
- Recognize commonalities between various cultures, times, and environments within the construction of meaning through creative endeavors
- Be aware and understand multiple cultures, demographics and generational relationships through diverse graphic platforms.
- Understand and apply how groups of artwork can be organized around commonalities of theme and/or style
- Reflect how various selections of art across categories can illuminate and inform the art and experience of our own time and situations
- Understand the relative use of art as a vehicle to promote change and awareness throughout various societal, cultural and historical contexts including our own.

Evidence of Learning

Assessment

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

Competencies for 21st Century Learners

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

Resources

Core Text: