

# Graphic Design I- Unit 1: Introduction (Foundations and Practice)

Content Area: **Fine Arts**  
Course(s): **GRAPHICS I**  
Time Period: **Generic Time Period**  
Length: **2 Weeks**  
Status: **Published**

## NJ Student Learning Standards

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### Visual Arts

VA.9-12.1.5.12prof.Cn	Connecting
VA.9-12.1.5.12prof.Cr	Creating
VA.9-12.1.5.12prof.Pr	Presenting
VA.9-12.1.5.12prof.Re	Responding
VA.9-12.1.5.12prof.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12prof.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12prof.Cr3	Refining and completing products.
VA.9-12.1.5.12prof.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12prof.Pr6	Conveying meaning through art.
VA.9-12.1.5.12prof.Re7	Perceiving and analyzing products.
VA.9-12.1.5.12prof.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12prof.Re9	Applying criteria to evaluate products.
VA.9-12.1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
VA.9-12.1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
VA.9-12.1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
VA.9-12.1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
VA.9-12.1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
VA.9-12.1.5.12prof.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.
VA.9-12.1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
VA.9-12.1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
VA.9-12.1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
VA.9-12.1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.

VA.9-12.1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
VA.9-12.1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA.9-12.1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
VA.9-12.1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
VA.9-12.1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.

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## **Transfer Goals and Career Readiness**

### **Transfer Goals**

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**Students will be able to independently use their learning to:**

- Find meaning and interest in varied works of graphic design and digital media.
- Respond by analyzing and interpreting the artistic communications of others.
- Develop global awareness, by appreciating design work from various cultures.

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## **Career Readiness, Life Literacies, and Key Skills- NJSL-CLKS**

### **9.1- Personal Financial Literacy**

### **9.2- Career Awareness, Exploration, Preparation, and Training**

### **9.4- Life Literacies and Key Skills**

#### **Creativity and Innovation**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and

transition (e.g., 2.1.12.PGD.1).

### Critical Thinking and Problem-solving

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

### Digital Citizenship

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

### Global and Cultural Awareness

- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGL.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

### Information and Media Literacy

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

### Technology Literacy

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

## **Concepts**

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### **Essential Questions**

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- Why is it important for designers to keep a portfolio of their work?
- How is art a universal language?
- How do artists communicate ideas visually?
- Why is good design important?
- Where do we see graphic design in our everyday lives?
- What programs do graphic designers use?
- What are the tools most often used in Photoshop?

### **Understandings**

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- Art is a Universal Language. Design elements and principles can transform information into visually appealing and easily readable media.
- Graphic design is all around us and can influence choices such as our purchases, what we watch on tv or in theaters, what we wear, and what media we participate in.
- Graphic Designers use the elements and principles of art as well as other design-specific principles to effectively communicate messages and ideas visually.
- Good graphic design provides for clear and concise communication. (3 second reader, 30 second reader, 30 minute reader).
- One can earn a living through a career in Graphic Design, Motion Media, Industrial Design, Web Design, Marketing, ad agency, illustrator, creative director. Employees look for creative thinkers in every field.
- Technology, specifically, Adobe Photoshop, Illustrator, InDesign and After Effects are used in the professional design industry.
- It is necessary to be well-versed in various tools within these programs to create graphic designs in an efficient manner and bring your ideas to life.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Classroom rules and grading system.
- Graphic design is defined as the art and practice of planning and projecting ideas and experiences with visual and textual content.
- Graphic design is all around us in various forms.
- How to differentiate between good design and poor design.
- How to analyze graphic design work, by deciphering meaning and recognizing how key design principles have been used.
- Not all images are "free", we need to know where to find copyright free images on the web.
- How to navigate basic tools in Adobe Photoshop, commonly used by graphic designers.

### **Skills**

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Students will be able to:

Create and personalize a graphic design portfolio or "process book" via google slides.

Recall and understand what graphic design is and recognize examples in everyday life.

Examine and analyze examples of graphic design to decipher meaning and recognize how design principles are used to convey a message.

Use the internet to locate high resolution, copyright free images to use for design work.

Create a new document in Photoshop and save it as the proper file type as well as turn it in for review.

Create and manipulate layers in a photoshop document.

Properly use basic tools in Photoshop based on guided practice exercises.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Process Book Work (setup, notes, journal entries)
- Peardeck lessons (add-on for google slides) that allow for student interaction
- Graphic Design analysis activity
- In-Class Discussions
- Observation of student learning during guided practice, using Adobe Photoshop
- Practice designs turned in on google classroom and in process book

### **School Summative Assessment Plan**

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Google Forms Quiz, Course Pre-Assessment

### **Primary Resources**

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Design for Non Designers, Robin Williams

Lynda.com

Adobe.com

## **Supplementary Resources**

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Google Classroom- where assignments, instructions, videos, google slides, and other resources will be posted for all lessons

Instructional Videos- YouTube, Ted Talks, etc.

Museum websites

PDF Worksheets/Handouts (PS tool list, practice exercises from book)

Technology programs (Adobe Photoshop, Adobe Illustrator, etc.)

Art supplies (paper, printmaking, poster board, large newsprint, stapler, markers, magazines)

Image Websites- (for copyright free images to use in Photoshop) unsplash, pixabay, freestock, gettyimages

Free Fonts- (for use with Photoshop) googlefonts, dafont

## **Technology Integration, Differentiated Instruction, Interdisciplinary Connections**

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### **Interdisciplinary Connections**

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**MATH** - Using ruler tool in Photoshop. Transferring measurements from actual objects to a digital format.

**ELA** - Evaluating peers and self through written analysis, reading artists' biographies and assessing

**SCIENCE** - Experimenting with light, color and art materials

**SOCIAL STUDIES** - Exploring how artists respond to current events throughout history (Metmuseum timeline)

**WORLD LANGUAGES** - Exploring the work of international artists, designers and photographers, working with WL department on posters

**VISUAL/PERFORMING ARTS** - developing visual literacy

**APPLIED TECHNOLOGY** - Incorporating motion graphics, cinemagraphs, creating promotional videos, Collaborate with Rumaker on silhouette cutter, Illustrator and wood photo plaques

**BUSINESS EDUCATION** - Developing business and Marketing ideas

**GLOBAL AWARENESS** - Working with community businesses (Pats Pizza, WD Clean Communities Council)

**HEALTH/PHYSICAL EDUCATION** - Students explore issues of mental health, diet and environmental issues, also actively walking around investigating spaces, trips.

## **Technology Integration**

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All students are given access to a desktop computer, allowing for 21st century learning to occur within every lesson/topic.

Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources

Other Google Apps: Forms, Docs, Slides

Use of Adobe Programs, such as Adobe Photoshop, Adobe Illustrator, etc.

Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.

Additional Support Videos (Youtube.com, TedTalks, etc.)

Use of search engines, online websites, databases, etc.

Online assessments- Google Forms

Review of information/terms/etc. (Kahoot.com and Quizlet.com)

## **Differentiated Instruction**

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- **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Students are always encouraged to develop project to highest skill level.
- AP option if available

- **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

- **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

- **Special Education Students (N.J.A.C.6A:8-3.1)**



- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- All other IEP modifications will be honored:
- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instructions
- Read aloud multiple choice for tests and quizzes

## **Learning Plan / Pacing Guide**

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### **Weeks 1-2: Intro to Graphic Design (Foundations and Practice)**

Icebreakers

Review Syllabus

Take Pre-Assessment and SGO Survey

Log in to classroom computers

Process Book Setup- google slides

Log in to Photoshop to complete hands-on pre-assessment activity, using basic photoshop tools

Review and discuss pre-assessments

Layers of a Hamburger Activity- learning about photoshop layers and basic tools (paint bucket, paint mixer, shape tools)

Peer Assessment of Hamburgers

Image Retouching Activities 1 and 2- learning about basic tools in photoshop

Peer Assessment of Retouches



# Graphic Design I- Unit 2: Creative Design Projects (Tools and Techniques)

Content Area: **Fine Arts**  
Course(s): **GRAPHICS I**  
Time Period: **Generic Time Period**  
Length: **16 weeks**  
Status: **Published**

## NJ Student Learning Standards

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VA.9-12.1.5.12prof.Cr	Creating
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VA.9-12.1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
VA.9-12.1.5.12prof.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.
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## **Transfer Goals and Career Readiness**

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### **Transfer Goals**

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**Students will be able to independently use their learning to:**

- Find meaning and interest in varied works of graphic design and digital media.
- Respond by analyzing and interpreting the artistic communications of others.
- Develop global awareness, by appreciating design work from various cultures.

## **Career Readiness, Life Literacies, and Key Skills- NJSL-CLKS**

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### **9.1- Personal Financial Literacy**

### **9.2- Career Awareness, Exploration, Preparation, and Training**

### **9.4- Life Literacies and Key Skills**

#### **Creativity and Innovation**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and

transition (e.g., 2.1.12.PGD.1).

### Critical Thinking and Problem-solving

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

### Digital Citizenship

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

### Global and Cultural Awareness

- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGL.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

### Information and Media Literacy

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
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### Technology Literacy

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

## **Essential Questions**

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- Why is it important for designers to keep a portfolio of their work?
- How is art a universal language?
- How do artists communicate ideas visually?
- Why is good design important?
- Where do we see graphic design in our everyday lives?
- What programs do graphic designers use?
- Photoshop Tools
  - What are layers and how do they work?
  - Where do we find the toolbar in Photoshop?
  - What are some of the basic tools used in Photoshop?
  - What are the different selection tools and how do you know when to use each one?
  - What are layer masks? Clipping masks? And how are they used?
  - What is Typography and why is it important?

How is Adobe Illustrator different than Adobe Photoshop?

How do you know when to use one program vs. the other?

## **Understandings**

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- Art is a Universal Language. Design elements and principals can transform information into visually appealing and easily readable media.
- Graphic design is all around us and can influence choices such as our purchases, what we watch on tv or in theaters, what we wear, and what media we participate in.
- Graphic Designers use the elements and principles of art as well as other design-specific principles to effectively communicate messages and ideas visually.
- Good graphic design provides for clear and concise communication. (3 second reader, 30 second reader, 30 minute reader).
- One can earn a living through a career in Graphic Design, Motion Media, Industrial Design, Web Design, Marketing, ad agency, illustrator, creative director. Employees look for creative thinkers in every field.
- Technology, specifically, Adobe Photoshop, Illustrator, InDesign and After Effects are used in the

professional design industry.

- It is necessary to be well-versed in various tools within these programs to create graphic designs in an efficient manner and bring your ideas to life.

- Typography is the art and technique of arranging type to make written language legible, readable and appealing when displayed.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Classroom rules and grading system.
- Graphic design is defined as the art and practice of planning and projecting ideas and experiences with visual and textual content.
- Graphic design is all around us in various forms.
- How to differentiate between good design and poor design.
- How to analyze graphic design work, by deciphering meaning and recognizing how key design principles have been used.
- Not all images are "free", we need to know where to find copyright free images on the web.
- How to navigate basic tools in Adobe Photoshop, commonly used by graphic designers.
- Photoshop:
  - Layers allow you to place design elements under or on top of one another.
  - Selection tools allow you to make selections in order to add or eliminate one part of something to add to another.
  - Clipping Masks and Layer Masks allow you to remove part of an image or add part of an image in a way that is non-destructive.
- Typography is the art and technique of arranging type to make written language legible, readable and

appealing when displayed.

- Photoshop creates raster images, while Illustrator creates vector images.
- Raster images are based on pixels, while vector images are composed of points placed based on mathematical formulas.
- Vector images are infinitely scalable, while raster images are not.

## **Skills**

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Students will be able to:

- Use most Photoshop tools properly to create graphic designs or image manipulations.
- Photoshop Tools:
  - Manipulate layers
  - Basic Tools: Paint Bucket, Paint Brush, Text tools, etc.
  - Selection Tools
  - Layer Masks
  - Clipping Masks
- Differentiate between Photoshop and Illustrator and know when to use each program.
- Navigate basic tools in Adobe Illustrator.
- Illustrator Tools:
  - Navigate Layers
  - Pen Tools
  - Text Tools
- Use brainstorming techniques to come up with original solutions to creative problems.
- Examine their own work and the work of others.
- Locate problems in their designs and others, during peer critiques or whole class critiques.



## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Process Book Work (setup, notes, journal entries)
- Peardeck lessons (add-on for google slides) that allow for student interaction
- Graphic Design analysis activity
- In-Class Discussions
- Observation of student learning during guided practice, using Adobe Photoshop
- Practice Activities turned in on google classroom and in process book for review
- Peer and whole-class critiques

### **School Summative Assessment Plan**

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Design projects turned in on google classroom and in process books, graded with project rubrics.

### **Primary Resources**

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Design for Non Designers, Robin Williams

[lynda.com](https://www.lynda.com)

[www.adobe.com](https://www.adobe.com)

## **Supplementary Resources**

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Google Classroom- where assignments, instructions, videos, google slides, and other resources will be posted for all lessons

Instructional Videos- YouTube, Ted Talks, etc.

Museum websites

PDF Worksheets/Handouts (PS tool list, practice exercises from book)

Technology programs (Adobe Photoshop, Adobe Illustrator, etc.)

Art supplies (paper, printmaking, poster board, large newsprint, stapler, markers, magazines)

Image Websites- (for copyright free images to use in Photoshop) unsplash, pixabay, freestock, gettyimages

Free Fonts- (for use with Photoshop) googlefonts, dafont

## **Technology Integration, Differentiated Instruction, Interdisciplinary Connections**

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### **Interdisciplinary Connections**

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**MATH** - Using ruler tool in Photoshop. Transferring measurements from actual objects to a digital format.

**ELA** - Evaluating peers and self through written analysis, reading artists' biographies and assessing

**SCIENCE** - Experimenting with light, color and art materials

**SOCIAL STUDIES** - Exploring how artists respond to current events throughout history (Metmuseum timeline)

**WORLD LANGUAGES** - Exploring the work of international artists, designers and photographers, working with WL department on posters

**VISUAL/PERFORMING ARTS** - developing visual literacy

**APPLIED TECHNOLOGY** - Incorporating motion graphics, cinemagraphs, creating promotional videos, Collaborate with Rumaker on silhouette cutter, Illustrator and wood photo plaques

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**GLOBAL AWARENESS** - Working with community businesses (Pats Pizza, WD Clean Communities Council)

**HEALTH/PHYSICAL EDUCATION** - Students explore issues of mental health, diet and environmental issues, also actively walking around investigating spaces, trips.

## **Technology Integration**

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All students are given access to a desktop computer, allowing for 21st century learning to occur within every lesson/topic.

Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources

Other Google Apps: Forms, Docs, Slides

Use of Adobe Programs, such as Adobe Photoshop, Adobe Illustrator, etc.

Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.

Additional Support Videos (Youtube.com, TedTalks, etc.)

Use of search engines, online websites, databases, etc.

Online assessments- Google Forms

Review of information/terms/etc. (Kahoot.com and Quizlet.com)

## **Differentiated Instruction**

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- **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.
- Students are always encouraged to develop project to highest skill level.
- AP option if available

- **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

- **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

- **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- All other IEP modifications will be honored:
- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instructions
- Read aloud multiple choice for tests and quizzes

## **Learning Plan / Pacing Guide**

### **Weeks 3-18: Creative Design Projects (Tools and Techniques)**

\*\*Each project will be introduced using a google slideshow or Peardeck lesson, including videos and visual examples, followed by notes in process book, brainstorming/planning/research as a group or independently. When we begin, there will be demonstrations as we go step by step. Each major project will have an in-progress critique followed by a final critique at the conclusion. Each project will be graded using a rubric and may also include a student self-assessment.

#### Photoshop

Selection Tools notes in process book

Selection Tools Activity- practice

Fruit Face Project- using selection tools, layers

Clipping Masks with Text- practice

Animal Hybrids Activity- using layer masks

Half Me, Half Animal Quiz- using layer masks

(In the Fall) Homecoming Ticket Design Contest

The Selfie Project- collage using selection tools, layers, layer masks, color adjustments, blending modes

Intro to Typography- slides, notes in process book, worksheets

Typography Activities- fonts have feelings, use fontstruct to invent a new font, inspirational text poster, iconicity

Movie Poster Notes, analysis, videos, planning

Movie Poster Project- using all previous tools and Typography

(In the Fall) Zombified Portrait Activity, Pumpkin "Carving" Activity

(In the Spring) Prom Ticket Design Contest

Intro to Text Warping- slides, notes in process book

Warped Text Practice Activity

Animal Word Cloud- Quiz

Typography Portrait Project

## Illustrator

Intro to Adobe Illustrator- slides, notes in process book

Raster Vs. Vector Lesson- notes in process book

Adobe Beginner Tutorials- found on adobe.com

Intro to the Pen Tool- slides, notes in process book

Pen Tool Practice Activities- get used to the pen tool to trace shapes

Superhero Logos- using the pen tool- Quiz

(In the Fall/Winter) Create a Snowflake- using shape tools

(In the Fall/Winter) Ugly Holiday Sweater- using patterns

(In the Fall/Winter) Set of Holiday Cards- using various tools

Personal Logo Design Project- using the pen tool

## Photoshop (Again)

Intro to Photoshop Mockups- slides, notes in process book

Add personal logo from illustrator to photoshop mockups for "brand" items

Low Poly Project- create a low poly style design, using the polygonal lasso tool



# Graphic Design I- Unit 3: Closure (Review and Final Assessment)

Content Area: **Fine Arts**  
Course(s): **GRAPHICS I**  
Time Period: **Generic Time Period**  
Length: **2 Weeks**  
Status: **Published**

## NJ Student Learning Standards

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VA.9-12.1.5.12prof.Cn	Connecting
VA.9-12.1.5.12prof.Cr	Creating
VA.9-12.1.5.12prof.Pr	Presenting
VA.9-12.1.5.12prof.Re	Responding
VA.9-12.1.5.12prof.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12prof.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12prof.Cr3	Refining and completing products.
VA.9-12.1.5.12prof.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12prof.Pr6	Conveying meaning through art.
VA.9-12.1.5.12prof.Re7	Perceiving and analyzing products.
VA.9-12.1.5.12prof.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12prof.Re9	Applying criteria to evaluate products.
VA.9-12.1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
VA.9-12.1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
VA.9-12.1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
VA.9-12.1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
VA.9-12.1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
VA.9-12.1.5.12prof.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.
VA.9-12.1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
VA.9-12.1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
VA.9-12.1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
VA.9-12.1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
VA.9-12.1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.

VA.9-12.1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA.9-12.1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
VA.9-12.1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
VA.9-12.1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.

## **Transfer Goals and Career Readiness**

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### **Transfer Goals**

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**Students will be able to independently use their learning to:**

- Find meaning and interest in varied works of graphic design and digital media.
- Respond by analyzing and interpreting the artistic communications of others.
- Develop global awareness, by appreciating design work from various cultures.

## **Career Readiness, Life Literacies, and Key Skills- NJSL-CLKS**

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### **9.1- Personal Financial Literacy**

### **9.2- Career Awareness, Exploration, Preparation, and Training**

### **9.4- Life Literacies and Key Skills**

#### **Creativity and Innovation**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).



- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

### Critical Thinking and Problem-solving

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

### Digital Citizenship

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

### Global and Cultural Awareness

- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

### Information and Media Literacy

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

### Technology Literacy

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

## Concepts

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### Essential Questions

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- Why is it important for designers to keep a portfolio of their work?
- How is art a universal language?
- How do artists communicate ideas visually?
- Why is good design important?
- Where do we see graphic design in our everyday lives?
- What programs do graphic designers use?
- Photoshop Tools
  - What are layers and how do they work?
  - Where do we find the toolbar in Photoshop?
  - What are some of the basic tools used in Photoshop?
  - What are the different selection tools and how do you know when to use each one?
  - What are layer masks? Clipping masks? And how are they used?
  - What is Typography and why is it important?

How is Adobe Illustrator different than Adobe Photoshop?

How do you know when to use one program vs. the other?

### Understandings

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- Art is a Universal Language. Design elements and principals can transform information into visually appealing and easily readable media.
- Graphic design is all around us and can influence choices such as our purchases, what we watch on tv or in theaters, what we wear, and what media we participate in.
- Graphic Designers use the elements and principles of art as well as other design-specific principles to effectively communicate messages and ideas visually.
- Good graphic design provides for clear and concise communication. (3 second reader, 30 second reader, 30 minute reader).
- One can earn a living through a career in Graphic Design, Motion Media, Industrial Design, Web Design,

Marketing, ad agency, illustrator, creative director. Employees look for creative thinkers in every field.

- Technology, specifically, Adobe Photoshop, Illustrator, InDesign and After Effects are used in the professional design industry.
- It is necessary to be well-versed in various tools within these programs to create graphic designs in an efficient manner and bring your ideas to life.
- Typography is the art and technique of arranging type to make written language legible, readable and appealing when displayed.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Classroom rules and grading system.
- Graphic design is defined as the art and practice of planning and projecting ideas and experiences with visual and textual content.
- Graphic design is all around us in various forms.
- How to differentiate between good design and poor design.
- How to analyze graphic design work, by deciphering meaning and recognizing how key design principles have been used.
- Not all images are "free", we need to know where to find copyright free images on the web.
- How to navigate basic tools in Adobe Photoshop, commonly used by graphic designers.
- Photoshop:
  - Layers allow you to place design elements under or on top of one another.
  - Selection tools allow you to make selections in order to add or eliminate one part of something to add to another.
  - Clipping Masks and Layer Masks allow you to remove part of an image or add part of an image in a way that is non-destructive.
- Typography is the art and technique of arranging type to make written language legible, readable and

appealing when displayed.

- Photoshop creates raster images, while Illustrator creates vector images.
- Raster images are based on pixels, while vector images are composed of points placed based on mathematical formulas.
- Vector images are infinitely scalable, while raster images are not.

## **Skills**

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Students will be able to:

- Use most Photoshop tools properly to create graphic designs or image manipulations.
- Photoshop Tools:
  - Manipulate layers
  - Basic Tools: Paint Bucket, Paint Brush, Text tools, etc.
  - Selection Tools
  - Layer Masks
  - Clipping Masks
- Differentiate between Photoshop and Illustrator and know when to use each program.
- Navigate basic tools in Adobe Illustrator.
- Illustrator Tools:
  - Navigate Layers
  - Pen Tools
  - Text Tools
- Use brainstorming techniques to come up with original solutions to creative problems.
- Examine their own work and the work of others.
- Locate problems in their designs and others, during peer critiques or whole class critiques.
- Compile graphic design work into a finished portfolio (process book) to show growth as a designer

- Demonstrate learning by completing a final design challenge and taking a summative post-assessment.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Process Book Work (setup, notes, journal entries)
- Peardeck lessons (add-on for google slides) that allow for student interaction
- Graphic Design analysis activity
- In-Class Discussions
- Observation of student learning during guided practice, using Adobe Photoshop
- Practice Activities turned in on google classroom and in process book for review
- Peer and whole-class critiques

### **School Summative Assessment Plan**

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Final Assessment: 3 parts

Google Forms Post-Assessment

Final Design Challenge

Completed Process Book

## **Primary Resources**

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Design for Non Designers, Robin Williams

Google Slides

Google Forms

## **Supplementary Resources**

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Google Classroom- where assignments, instructions, videos, google slides, and other resources will be posted for all lessons

Instructional Videos- YouTube, Ted Talks, etc.

Museum websites

PDF Worksheets/Handouts (PS tool list, practice exercises from book)

Technology programs (Adobe Photoshop, Adobe Illustrator, etc.)

Art supplies (paper, printmaking, poster board, large newsprint, stapler, markers, magazines)

Image Websites- (for copyright free images to use in Photoshop) unsplash, pixabay, freestock, gettyimages

Free Fonts- (for use with Photoshop) googlefonts, dafont

## **Technology Integration, Differentiated Instruction, Interdisciplinary Connections**

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### **Interdisciplinary Connections**

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**MATH** - Using ruler tool in Photoshop. Transferring measurements from actual objects to a digital format.

**ELA** - Evaluating peers and self through written analysis, reading artists' biographies and assessing

**SCIENCE** - Experimenting with light, color and art materials

**SOCIAL STUDIES** - Exploring how artists respond to current events throughout history (Metmuseum

timeline)

**WORLD LANGUAGES** - Exploring the work of international artists, designers and photographers, working with WL department on posters

**VISUAL/PERFORMING ARTS** - developong visual literacy

**APPLIED TECHNOLOGY** - Incorporating motion graphics, cinemagraphs, creating promotional videos, Collaborate with Rumaker on silhouette cutter, Illustrator and wood photo plaques

**BUSINESS EDUCATION** - Developing business and Marketing ideas

**GLOBAL AWARENESS** - Working wth community businesses (Pats Pizza, WD Clean Communities Council)

**HEALTH/PHYSICAL EDUCATION** - Students explore issues of mental health, diet and environmental issues, also actively walking around investigating spaces, trips.

## **Technology Integration**

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- Google Classroom- Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Class work/homework, etc.)
- Google Forms, Google Slides
- Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.
- One to One Student laptop- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Additional Support Videos (Youtube.com, TedTalks, Silberstudios, OffPress, ELEMENTS OF aRT VIDEO pbs WWW.GPB.PBSLEARNINGMEDIA.COM)
- Use of search engines, online websites, databases, etc.
- Online assessments- Google Forms, Linkit
- Review of information/terms/etc. (Kahoot.com and Quizlet.com)
- Collaboration with teachers/ students from other districts.
- Adobe Photoshop
- Adobe Illustrator

## **Differentiated Instruction**

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- **Gifted Students (N.J.A.C.6A:8-3.1)**
  - Within each lesson, the Gifted Students are given choice on topic and subject matter allowing

- them to explore interests appropriate to their abilities, areas of interest and other courses.
  - Students are always encouraged to develop project to highest skill level.
  - AP option if available
- **English Language Learners (N.J.A.C.6A:15)**
  - Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
  - All assignments have been created in the student's native language.
  - Work with ELL Teacher to allow for all assignments to be completed with extra time.
- **At-Risk Students (N.J.A.C.6A:8-4.3c)**
  - Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- **Special Education Students (N.J.A.C.6A:8-3.1)**
  - Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
  - All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
  - All other IEP modifications will be honored:
  - Frequent checks for understanding
  - Preferred seating assignment
  - Multiple representations
  - Hard copy of notes
  - Extend the time needed to complete assignments and assessments (as per IEP or 504)
  - Provide grading rubrics
  - Model examples for projects
  - Clarification of directions and instructions
  - Repeat/rephrase instructions
  - Read aloud multiple choice for tests and quizzes
  - Individual instruction
  - Peer teaching

## **Learning Plan / Pacing Guide**

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### **Weeks 19-20: Closure (Review and Summative Assessment)**

Finalize Process Books

Study for Summative Assessment with Review Games (Kahoot)

### **Summative Assessment/ Finals:**

Final Design Challenge

Final Multiple-Choice Exam

Final Process Book



