Curriculum

Course Description: Computer Graphics I is a semester long, entry-level course. This course challenges and nurtures students in developing their creativity through a variety of projects that engage them in learning about technology as a unique tool for creating works of digital art and design. Projects will focus on exploring different types of digital art including photo manipulation and digital collage, digital painting and illustration, as well as an introduction to the basics of graphic design. The art of visual communication and problem solving will be investigated through the creation of projects such as logo, poster, and album cover designs. The elements and principles of design, as well as historical and contemporary works of art will be researched, discussed and used for inspiration as they relate to topics covered. Students will learn about the various methods, tools and techniques available for creating works of digital art, gain a working knowledge of Adobe Photoshop, and be introduced to Adobe Illustrator. They will also learn how to use digital cameras to create, import, and use personal images in their art.

Unit 1 – Intro to 2D Design

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater, and visual art.

Big Ideas: Course Objectives / Content Statement(s)
The observation and creation of art cultivates a deeper understanding of the creative process.

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<th>Essential Questions</th>
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<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
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<tr>
<td>• What are the elements of art and principles of design, and why are they important?</td>
<td>• The elements of art and principles of design are a set of visual art terms that can be universally used to describe, analyze, interpret, and judge works of art and design of different cultures and time periods.</td>
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<tr>
<td>• How do the elements and principals work together within a work of art?</td>
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<tr>
<td>• How do artists and designers (across time and cultures) use the elements</td>
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and principals differently? How do they use them similarly?

- What common themes exist in works of digital art or design across time and cultures?

- How can other disciplines, or one’s own experiences influence or inspire digital art and design?

- How does an artist develop thoughts or ideas into a work of art?

- What is Gestalt theory and how does it apply to art and design?

- The elements of art (line, shape, form, color, value, space, and texture) are the visual components of a work of art. The principles of design (balance, rhythm, emphasis, proportion, movement, unity, and variety) are the means an artist uses to organize elements within a work of art. The selection and arrangement of these elements and principals directly impacts how ideas are visually communicated in a work of art.

- Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

- Stimuli for the creation of artworks can come from many places including other art disciplines. Art can also be a personal or individual response to an environment or experience.

- Gestalt theory says humans group things (sounds, visual stimuli, feelings) together into a whole unit. While a composition has individual parts that can be analyzed as separate components, the whole of a composition is different and many times more important that the individual parts.

- Gestalt principals help designers and artists organize art elements based on how humans interpret visual information (Ex. closure, continuation, figure-ground, proximity, similarity, symmetry).

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<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
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<tr>
<td>Instructional Focus:</td>
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</table>
1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

- Develop understanding of the elements of art: line, shape, form, color, value, space, and texture and the principles of design balance, rhythm, emphasis, proportion, movement, unity, and variety.

- Explore the creative process and arrangement of elements through sketching ideas as thumbnails and rough drafts.

- Utilize elements and principles to create works of art that visually express ideas or emotions.

- Develop understanding of Gestalt theory through viewing and discussing works of visual communication and use it to solve design problems.

**Sample Assessments:**

- **Sketchbooks:**
  Throughout each project, gather ideas, research topics, record, and sketch ideas to further artistic vision.

- **Written Blog Assignment:**
  Source inspirational designs from the internet. Analyze the chosen pieces and describe how the designer used specific elements and principles to visually communicate messages.

- **Mandala Designs:**
  Learn about balance, unity, and the use of radial designs across cultures. Choose and select images from the internet with a unifying theme of personal interest. Use scale, proportion, mathematics, and digital art programs to create a personal mandala with radial balance.
• Design an Album Cover: Find inspiration in music and writing by creating an album cover for a favorite song. Create a visual that metaphorically, symbolically, or allegorically represents the mood and meaning of the song.

• Extraordinary Proportions: Discuss the element of proportion and how this can affect a narrative. Utilize the transformation and selection tools in Photoshop to create a digital collage where something (insect, animal, plant etc.) is either disproportionately larger or smaller than they are in real life to convey a narrative of something extraordinary.

• Altered Photograph: Observe and discuss the work of contemporary artists (ex. Ana Strumpf) to discover how the meaning of existing images can be changed through illustration. Work with digital art programs to use line, shape, and color to alter the meaning of an existing black and white photograph.

• Negative Space Logo Design: Learn about Gestalt Theory and observe designs that utilize negative space to visually communicate ideas. Create a logo that communicates through the use of both positive and negative space.

Instructional Strategies:
• Demonstration of use of traditional and digital media
• Model proper techniques
• Observe audio-visual materials that relate to specific topics of study
- Monitor student progress individually, in small groups, and as a whole
- Project-based learning techniques
- Lead individual, peer-to-peer, and group critiques
- Offer individualized instruction
- Facilitate question and answer sessions and discussions
- Address varied readiness levels, interests, and styles of learning through differentiated instruction

**Interdisciplinary Connections:**
- Mathematics – Use of measurement and rulers in design programs. Geometry: Shapes, and symmetry
- Art History – Use of radial designs and symbols across cultures and times (ex. Gothic rose windows, Native American Indian medicine wheels, Aztec sunstones, and Buddhist Mandalas)
- Music – Sound, rhythm, and lyrics as sources for inspiration for works of digital art
- Psychology – Gestalt theory
- Standard 8.1 Educational Technology: 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.

**Technology Integration:**
- Use of Internet to research projects and topics
- Use of computer programs such as Adobe Illustrator and Adobe Photoshop to create digital art and designs
- Use of a blog as a place for collecting inspiration and writing about works of art
## Unit 2 – Intro to Computer Graphics and Visual Communications (Graphic Design)

### 1.2 History of the Arts and Culture

All students will understand the role, development, and influence of the arts throughout history and across cultures.

### Audio clips of music

- Use of Google Classroom for submitting classwork

### Global Perspectives:

- Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.
- Observation of digital art used to visually communicate ideas in the world around us today

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The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

### 21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

### 21st Century Themes (as it applies)

- Global Awareness
- Health Literacy
- Environmental Literacy
## Big Ideas: Course Objectives / Content Statement(s)

Art and visual communications play an integral role in our understanding of history and cultures, as well as in our everyday lives.

### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- What are computer graphics?
- How have inventions throughout history and advancements in technology impacted the way we visually communicate and the ways in which we create art?
- What is graphic design and what is its purpose?
- What role do computer graphics play in our everyday lives? How does it influence society and culture?
- How have inventions throughout history and advancements in technology impacted the way we visually communicate?
- How do cultures and societies impact visual art, and how does visual art impact societies or cultures?

### Enduring Understandings

*What will students understand about the big ideas?*

Students will understand that…

- Computer graphics refers to art that is created through digital means including (but not limited to) photo manipulations, collages, digital illustrations, animations and graphic designs.
- Humans have been creating works of visual communication since the development of cave paintings. Throughout history, discoveries and inventions were made that allowed humans to visually communicate in new ways. As technology continues to develop and evolve, new possibilities for the creation of visual communications and digital art arise.
- The introduction of computers and graphics software has changed and continues to change the way we create art, how we work as artists, and how we view the world.
- Graphic Design is the art of visual communication. It combines images, words and ideas to convey messages to specific audiences. It can be used to create visual identities, marketing materials and advertisements, websites, publications, packaging, motion graphics, environmental designs, and works of art and illustration for products such as book covers, album covers, comic books, video games, infographics, and textiles.
Graphic Design is an integral part of our world today and impacts our everyday lives in many different ways. Graphic design helps us to navigate the world around us, to interpret information, and to understand stories. It is important to be aware of because it influences our everyday choices.

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<tbody>
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<td>Students will:</td>
<td>Instructional Focus:</td>
</tr>
<tr>
<td>1.2.12.A.1 Determine how visual art has influenced world cultures throughout history.</td>
<td>• Develop understanding of the many types of computer graphics that can be created</td>
</tr>
<tr>
<td>1.2.12.A.2 Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras.</td>
<td>• History of visual communications from the beginning of time to the present</td>
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<td>• Influence of society and culture on art making and visual communications</td>
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<td>• Surrealism in traditional art contemporary digital art</td>
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<td></td>
<td>Sample Assessments:</td>
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<tr>
<td></td>
<td>• Students analyze form, function, content, and or context to infer or explain the possible intentions for creating a specific work of digital art or design.</td>
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<td></td>
<td>• Written Blog Assignment:</td>
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<td>Use a camera to photograph works of graphic design / digital art found in your world. (Ex. Signage, Poster, Packaging, Website, Advertisement). Analyze the chosen pieces and describe how the design impacts or influences the consumer or viewer.</td>
</tr>
<tr>
<td></td>
<td>• Creature Creation: Discuss mythology and the appearance of</td>
</tr>
</tbody>
</table>
invented creatures throughout history and cultures. Learn techniques and tools in Photoshop such as color adjustments, layer masks for blending, and clone stamp. Invent a new creature or species by combining parts together from separate animals in a believable way.

- **Surreal Digital Collage:**
  Learn about Surrealism in traditional art history. Explore contemporary surrealist digital art. Use various tools in Photoshop to create a surreal digital collage.

- **PSA Poster for the school:**
  Learn about the history of poster design. In collaboration with the student assistance counselor, create a public service announcement poster that coordinates with a school-wide initiative such as Red Ribbon Week, or Mental Health Awareness Month. Research the topic, select a message and use a combination of text and visuals to communicate the message to a target audience of peers.

**Instructional Strategies:**
- Demonstration of use of traditional and digital media
- Model proper techniques
- Observe audio-visual materials that relate to specific topics of study
- Monitor student progress individually, in small groups, and as a whole
- Project-based learning techniques
- Lead individual, peer-to-peer, and group critiques
- Offer individualized instruction
- Facilitate question and answer sessions and discussions
• Address varied readiness levels, interests, and styles of learning through differentiated instruction

Interdisciplinary Connections
• History – Events that influenced works of art.
• Current Events – Global and social issues
• English – Literature / Mythology
• Health – Mental Health, Substance Abuse
• Science – Biology, Zoology
• Standard 8.1 Educational Technology: 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.
• Standard 8.2 Technology Education, Engineering, Design, and Computational Thinking: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Technology Integration
• Video: The Universal Arts of Graphic Design, PBS Digital Studios
• Use of Internet to research projects and topics
• Use of computer and programs such as Adobe Illustrator and Adobe Photoshop to create digital art and designs
• Creation of a blog as a place for collecting inspiration and writing about works of art
• Use of Google Classroom for submitting classwork
Unit 3 – Tools, Techniques, Methods & Media: An introduction to Digital Art Programs (Adobe Photoshop & Adobe Illustrator)

1.3 The Performance: All students will synthesize those skills, media, methods, and technologies, appropriate to creating visual art.

Big Ideas: Course Objectives / Content Statement(s)
Digital technology is a unique tool for creating art and visually communicating ideas

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<tr>
<td>• Visual communications found in the world such as signage, packaging, posters, etc.</td>
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<tr>
<td>• Recognition of histories, beliefs, and information conveyed in traditional and digital art.</td>
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</table>

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):
- Global Awareness
- Health Literacy
- Environmental Literacy
- Civic Literacy
<table>
<thead>
<tr>
<th>What provocative questions will foster inquiry, understanding, and transfer of learning?</th>
<th>What will students understand about the big ideas?</th>
</tr>
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<tbody>
<tr>
<td>● How can the computer be used as an effective tool for creating works of digital art and communication design?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>● What are the safe and responsible uses of materials, and technology?</td>
<td>● Artists can use computer software programs such as Adobe Photoshop or Adobe Illustrator to create digital art. Scanners and digital cameras can be used to import imagery into digital art programs for further transformation. These programs can be used to create works of digital art that include digital paintings, drawings, collages, animations, as well as produce works of graphic art that serve the purpose of visual communication.</td>
</tr>
<tr>
<td>● How do digital artists work with computer software (such as Adobe Photoshop) to manipulate and create visual images?</td>
<td>● There are many ways to manipulate images, create effects, and use the tools within the Adobe programs. Layers, selection, editing, color, transformation, drawing, and painting tools, as well as filters, blending modes and masking, are some of the basic tools used.</td>
</tr>
<tr>
<td>● How is computer generated art being used in contemporary advertising and design?</td>
<td>● Computer generated art is being used to create images that could have never previously existed before, to advertise products. Retouching is one example of how advertising companies manipulate images.</td>
</tr>
<tr>
<td>● How can literal, historical, and symbolic references, as well as items from the natural world, and personal interests be sourced and used for developing digital art and design?</td>
<td>● Artists seek inspiration from a variety of sources to assist in creating visual imagery that effectively communicates their ideas.</td>
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<tr>
<td>● Why is the design process important in developing works of visual communication?</td>
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<tr>
<td>● How does an artist or designer use the design process to create effective works of visual communication and design?</td>
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**Areas of Focus: Proficiencies (Cumulative Progress Indicators)**

Students will:

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

**Examples, Outcomes, Assessments**

Instructional Focus:

● Individual student growth and development of technical and manipulative skills in computer programs
- Recognizing and becoming familiar with the software programs, tools, and applications in order to choose appropriate methods to create works of digital art and visual communication.

Sample Assessments:

- **Digital Painting**: Look at various famous landscape paintings. Discuss elements of color and texture. Utilize brush tools, opacity, and layers to re-create a famous painting as a digital work of art.

- **Digital Collage**: Learn about surrealism from both traditional art and digital art perspectives. Discuss principal of juxtaposition. Learn selection tools, and how to create shadows and reflections in Photoshop. Utilize these tools and skills to create a surreal digital work of art.

- **Digital Composite**: Learn about color adjustments, layer masks for blending, retouching and healing tools. Compose a believable image consisting of at least three separate photographs using Photoshop. Ex. Create your own species through combining select parts of chosen existing animals to invent something new. Show this animal in its habitat.

- **Exposed Self-Portrait**: View and discuss multiple exposure photography as inspiration for this project. Explore blending modes in Photoshop, and use this feature in combination with previously learned skills to create a digital self-portrait that shows not only the outer self but the inner self.
also communicates something about the inner self at the same time.

- **Digital Animation: GIF**
  Create a frame by frame animation using the time line feature and layers in Photoshop.

- **Digital Illustration: Self Portrait**
  Learn how to use the pen tool, swatches, gradients, and layers in Adobe Illustrator. Take a digital photograph of yourself and import it into Illustrator. Use the photo as a guide to create a digital Illustration of yourself using the drawing tools and elements of line, shape, and color.

**Instructional Strategies:**
- Demonstration of use of traditional and digital media
- Model proper techniques
- Observe audio-visual materials that relate to specific topics of study
- Monitor student progress individually, in small groups, and as a whole
- Project-based learning techniques
- Lead individual, peer-to-peer, and group critiques
- Offer individualized instruction
- Facilitate question and answer sessions and discussions
- Address varied readiness levels, interests, and styles of learning through differentiated instruction

**Interdisciplinary Connections**
- History and the development of art alongside historical events
- Science – Zoology, animals, and habitats
- Mathematics – Measurements, Angles, Geometry
- English – Mythology
- Music – Lyrics
- Traditional Art – Painting, photography, and historical art movements
- Technology – The development of techniques and skills that impact art making
- Standard 8.1 Educational Technology: 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.
- Standard 8.2 Technology Education, Engineering, Design, and Computational Thinking: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Technology Integration
- Use of Internet to research projects and topics
- Use of computer programs such as Adobe Illustrator and Adobe Photoshop to create digital art and designs
- Creation of a blog as a place for collecting inspiration and writing about works of art
- Use of Google Classroom for submitting classwork

Global Perspectives
## Unit 4 – Creating through the Design Process

### 1.3 The Performance:
All students will synthesize those skills, media, methods, and technologies, appropriate to creating visual art.

### Big Ideas: Course Objectives / Content Statement(s)
Creativity, innovative thinking, and problem solving are essential life skills that can be developed through engaging in the design process and the process of design thinking.

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<tr>
<td>• How can an artist or designer develop skills and creativity?</td>
<td>Students will understand that…</td>
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<td>• Artists continually develop their work and skills through practice,</td>
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</tbody>
</table>
How does an artist develop thoughts and ideas into a work of digital art or design?

Why is the design process important in developing works of visual communication?

How does an artist or designer use the design process to create effective works of visual communication and design?

The design process is important because it helps designers to better understand the problems they are trying to solve, come up with ideas, develop concepts, and implement solutions thus leading to compelling, informed visual communications.

A designer begins working within the design process by first defining the problem to understand the constraints and objectives of what they are trying to communicate. They then learn more about their target audience and the topic through research. Once they are informed they begin generating ideas. Designers then begin to develop designs, and then they implement those designs. Throughout this process designers reflect on their process and seek feedback to further develop ideas into effective designs.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)

Students will:

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

1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding

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

Instructional Focus:

- Exploring the steps in the Design Process including:
  - Defining the Problem
  - Research – Written & Visual
  - Idea Generation – Brainstorming methods: writing, mind mapping, mood boards
  - Design Development: Thumbnail and rough sketches, critiques for feedback
  - Design Implementation: Applying designs to objects / products in the real world

- Utilizing the Design Process to work through design problems and create innovative solutions

Examples, Outcomes, Assessments

coursector feedback, reflection, and revision.
1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

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

Sample Assessments:

- Define a problem: Through writing, evaluate and clearly define a design problem.

- Research: Conduct visual research to provide a context and deeper understanding of your design problem. Complete a mood board to display this visual research and write about what you have learned. Ex. Research and collect logos of companies with similar missions as the one you would like to create to gain a deeper understanding of the market.

- Generate Ideas: Learn about various methods of brainstorming and create a mind map to generate ideas for a design problem. Ex. Create a mind map to generate and record ideas associated with a company you would like to design a logo for.

- Design Development: Create thumbnail sketches based on previous learned research for a design problem. Analyze thumbnails for content and message, and refine selected thumbnails into tight rough sketches. Gain peer and teacher feedback before digitizing rough sketches and create a final composition. Ex. Create a logo for an invented company of personal interest.

- Implementation: Use final composed design and apply it to a larger project. Ex. Use a created logo to brand a company. In addition to the logo, develop a tagline, brand colors, and imagery representation (photography). Apply the logo onto business card, billboard, clothing,
and one other item of student’s choice.

- Presentation of Design Process: Create a Google Slides presentation documenting the design process for a project that includes: defining the problem, research, generation of ideas, design development, and implementation

Instructional Strategies:
- Demonstration of use of traditional and digital media
- Model proper techniques
- Observe audio-visual materials that relate to specific topics of study
- Monitor student progress individually, in small groups, and as a whole
- Project-based learning techniques
- Lead individual, peer-to-peer, and group critiques
- Offer individualized instruction
- Facilitate question and answer sessions and discussions
- Address varied readiness levels, interests, and styles of learning through differentiated instruction

Interdisciplinary Connections
- Psychology of how humans interpret and understand visual information. Ex. Color psychology, how fonts convey meaning, hierarchy and order of messaging.
- Technology – The development of techniques and skills that impact art making
- Standard 8.1 Educational Technology: 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.
- Standard 8.2 Technology Education, Engineering, Design, and Computational Thinking: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Technology Integration**
- Use of Internet to research projects and topics
- Use of computer programs such as Adobe Illustrator and Adobe Photoshop to create digital art and designs
- Use of a blog as a place for collecting inspiration as well as reflecting on the design process and completed projects
- Use of Google Slides to create a presentation that documents the design process of a project.
- Submittal of projects through Google Classroom

**Global Perspectives**
- The presence and impact of visual culture in our world today
- The design process and how it relates to other disciplines

| The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area. | 21st Century Skills: Creativity and Innovation |
### Unit 5 – Interpretation, Critiquing, and Reflection

#### 1.4 Aesthetic Responses and Critique Methodologies:

**A. Aesthetic Responses**  
**B. Critique Methodologies**

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art.

### Big Ideas: Course Objectives / Content Statement(s)

Knowledge and understanding of famous art, artists, and art movements will allow students to find meaning and appreciation in art as a whole.

The process of critique enables students to become more self-aware through the development of their critical thinking skills and the articulation of their opinions.

### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How can the viewer “read a work of art or design?"
- How does knowing and using visual arts terminology help us to understand and interpret works of art?"
- What is the value in engaging in the process of art criticism?"

### Enduring Understandings

*What will students understand about the big ideas?*

- Students will understand that…
  - Artwork elicits a personal response
  - Using visual arts terminology allows us to communicate our personal response to artwork.
  - The process of sharing and reflecting enables one to better understand and appreciate works of art. People gain
● How does one determine criteria to evaluate a work of art?
● How and why might criteria vary?
● How does an artist’s technical proficiency impact the effectiveness of a work of art or design?
● How does learning about art or design impact how we see the world?
● What can we learn from our responses to art and design?
● How are works of art different from works of design and how does this change how they are evaluated?
● How can reflecting on your own art help you improve as an artist?
● How do life experiences influence the way you relate to art?
● How is personal preference different from evaluation?

Insights into meanings of artworks by engaging in the process of art criticism.

● When creating a work of art, an artist creates with the purpose of self-expression. When creating a work of visual communication, artists create with the purpose of communicating as clearly as possible to a specific target audience.

● The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.

● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environment.

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

**Examples, Outcomes, Assessments**

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<td>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</td>
<td>• Describe, analyze, and interpret works of art by famous artists, contemporary artists, and peers.</td>
</tr>
<tr>
<td>1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</td>
<td>• Develop artistic language when viewing and interpreting digital art and visual communications.</td>
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<tr>
<td>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines, using</td>
<td>• Appreciate artworks from different time periods.</td>
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</tbody>
</table>
historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.2 Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.4.12.B.3 Determine the role of art and art making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

- Understand basic differences between major art and design movements.
- Speculate on the meaning and content of art and visual communications.

Sample Assessments:
- Choose a famous work of art or design to criticize. Post the image to your blog and through writing, use the four steps of art criticism (describe, analyze, interpret, judge) to gain a deeper understanding of this work of art.
- Reflect through writing on a personal work of art or design throughout the art making process to help determine next steps and how to continue to improve work.
- Engage in small group critiques to share poster designs. Evaluate the work of peers based on project criteria and provide feedback as part of the design process. Write about what was learned through this process and about feedback received on design work. Revise current design work to incorporate valuable feedback received from peers.
- Find three album cover designs that aesthetically appeal to you. Post them to your blog. Choose one design and evaluate its design in terms of font choices, colors, imagery. Hypothesize about the designer’s intent for the choices made and the overall ideas that they are trying to communicate.
Instructional Strategies:
- Demonstration of use of traditional and digital media
- Model proper techniques
- Observe audio-visual materials that relate to specific topics of study
- Monitor student progress individually, in small groups, and as a whole
- Project-based learning techniques
- Lead individual, peer-to-peer, and group critiques
- Offer individualized instruction
- Facilitate question and answer sessions and discussions
- Address varied readiness levels, interests, and styles of learning through differentiated instruction

Interdisciplinary Connections
- Psychology of how humans interpret and understand visual information. Ex. Color psychology, how fonts convey meaning, hierarchy and order of messaging.
- History – Historical events as a catalyst for art making or design – the visual expression of ideas or opinions
- Technology – The development of techniques and skills that impact art making

Technology Integration
- Use of Internet to research projects and topics
- Use of computer programs such as Adobe Illustrator and Adobe Photoshop to create digital art and designs
- Use of a blog for writing about works of art and design as well as personal reflections and for documenting feedback received from peers on projects.
### Curricular Addendum

<table>
<thead>
<tr>
<th>Global Perspectives</th>
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</thead>
<tbody>
<tr>
<td>● Understanding of how to really look at and interpret what is around you</td>
</tr>
<tr>
<td>● Creativity comes from both external and internal sources</td>
</tr>
</tbody>
</table>

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

### 21st Century Skills:
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

### 21st Century Themes (as applies to content area):
- Global Awareness
- Environmental Literacy
- Civic Literacy

### Career-Ready Practices
- **CRP1**: Act as a responsible and contributing citizen and employee.
- **CRP2**: Apply appropriate academic and technical skills.
- **CRP3**: Attend to personal health and financial well-being.
- **CRP4**: Communicate clearly and effectively and with reason.
- **CRP5**: Consider the environmental, social and economic impacts of decisions.
- **CRP6**: Demonstrate creativity and innovation.

### Interdisciplinary Connections
- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

### Technology Integration
**Ongoing:**
**CRP7**: Employ valid and reliable research strategies.
**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.
**CRP9**: Model integrity, ethical leadership and effective management.
**CRP10**: Plan education and career paths aligned to personal goals.
**CRP11**: Use technology to enhance productivity.
**CRP12**: Work productively in teams while using cultural global competence.

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

**Other**:
- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

### Instructional Strategies:

#### Supports for English Language Learners:

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-life objects (reals)</td>
<td>Charts</td>
<td>In pairs or partners</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Graphic organizers</td>
<td>In trios or small groups</td>
</tr>
<tr>
<td>Pictures &amp; photographs</td>
<td>Tables</td>
<td>In a whole group</td>
</tr>
<tr>
<td>Illustrations, diagrams, &amp; drawings</td>
<td>Graphs</td>
<td>Using cooperative group structures</td>
</tr>
<tr>
<td>Magazines &amp; newspapers</td>
<td>Timelines</td>
<td>With the Internet (webstet) or software programs</td>
</tr>
<tr>
<td>Physical activities</td>
<td>Number lines</td>
<td>In the home language</td>
</tr>
<tr>
<td>Videos &amp; films</td>
<td></td>
<td>With mentors</td>
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<tr>
<td>Broadcasts</td>
<td></td>
<td></td>
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<tr>
<td>Models &amp; figures</td>
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</tbody>
</table>

### Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

### Global Perspectives

- [The Global Learning Resource Library](https://wida.wisc.edu)

### Differentiation Strategies:

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Interventions</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow for verbal responses</td>
<td>Multi-sensory techniques</td>
<td>Modified tasks/expectations</td>
</tr>
<tr>
<td>Repeat/confirm directions</td>
<td>Increase task structure (e.g., directions, checks for understanding, feedback)</td>
<td>Differentiated materials</td>
</tr>
<tr>
<td>Permit response provided via computer or electronic device</td>
<td>Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)</td>
<td>Individualized assessment tools based on student need</td>
</tr>
</tbody>
</table>

- Audio Books Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping

from [https://wida.wisc.edu](https://wida.wisc.edu)