

Week	MP1
1	History of Computer Applications/ Elements & Principles of Art/ Critique Photoshop Review & Essential Vocabulary
2	Composition
3	Positive/Negative Space
4	Typeface
5	Scale/Less Is More
Week	MP2
6	Consumer Marketing & Advertising
7	Consumer Marketing & Advertising
8	Personal Expression
9	Portraiture/Caricatures
10	Independent Study

Time Frame	Unit: 1 2 Days
Topic	
History of Computer Applications Art Shaped by Technology	
Essential Questions	
<ul style="list-style-type: none"> • How did we get here? • What technologies/inventions throughout history shaped 21st Century computer art technology? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will recognize specific inventions and technologies throughout history that have shaped art creation and have brought us to today's computer art technologies. • Art aesthetics and creation embrace technologies of specific eras. • Art creation is ever-evolving, based on current and future technology inventions. 	
Alignment to NJCCCS	
VPA.1.2 .12.A -History of Arts & Culture VPA.1.4.12.A - Aesthetic Response TECH.8.2.12.B.4 – Technology History 21st C. L&C.9.1.12.B.1 Creativity & Innovation 21st C. L&C. 9.1.12.C.5 – Collaboration 21st C. L&C. 9.3.12.C – Career Awareness 21st C. L&C. 9.4.12.C (6) – Visual Arts	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Understand and communicate what major technologies and inventions throughout history have shaped the creation of art and computer art. • Understand the myriad of computer art career opportunities available to students and begin to formulate personal interests within the field. 	
Learning Activities	
<ul style="list-style-type: none"> • Teacher lead discussion/review of invention and technology history. • Co-operative construction of technology timeline. • Individualized note taking. • Brainstorming of career opportunities. • Student personal reflection of potential career path or future endeavors. 	
Assessments	
<ul style="list-style-type: none"> • Verbal quiz games and word searches. • Time line creation. 	

- Career opportunity evaluation.

21st Century Skills

X	Creativity	X	Critical Thinking		Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy		Media Literacy		

Interdisciplinary Connections

- ELA - Verbal and Written Expression
- World History – Culture, Innovation & Technology

Technology Integration

- Individual student computer workstations.
- Teacher driven computer workstation.
- Digital Projector
- LanSchool Application
- PowerPoint Application
- Internet Access
- Google Classroom/Docs
- Black & White Printer

Time Frame	Unit: 2 2-3 Days
Topic	
ELEMENTS AND PRINCIPLES OF ART/CRITIQUE Beauty in the Eye of the Beholder	
Essential Questions	
<ul style="list-style-type: none"> • What determines “beauty”? • How do we interpret and understand Art? • How do the underlying building blocks of art effect the creation of art? • What is critique? • What makes critique valid? 	
Enduring Understandings	
<ul style="list-style-type: none"> • All Art has specific underlying characteristics which can be used as tools that will help to construct, compare and analyze individual pieces of art work. • The Elements and Principles of Art are guidelines in the creation of artist’s/student’s work. • How Art is critiqued. • Realize that history and culture can dictate Beauty. 	
Alignment to NJCCCS	
VPA.1.1.12.D –Elements & Principles of Art VPA.1.2.12. A - History of Arts & Culture VPA.1.4.12.A - Aesthetic Response VPA.1.4.12.B. – Critique	
21st C. L&C. 9.1.12.A – Critical Thinking & Problem Solving; 21st C. L&C. 9.1.12.D – Cross Cultural Understanding & Interpersonal Communication	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Recognize and classify the Elements and Principles of Art in various works of art. • Develop and articulate essential vocabulary necessary to critique artwork. • Assimilate that cultural context and historical affects of “What is beautiful”. 	
Learning Activities	
<ul style="list-style-type: none"> • Cooperative student participation in PowerPoint presentation on Elements & Principles of Art. • Students will deconstruct and classify the Elements and Principles of Art in various works created by masters as well as prior students’ work. • Cooperative discussion of “What is Beauty”. • Teacher/student dialog on effective critique. • Student critique: group discussion and individual written. • Various game based activities, i.e., matching, word search, crossword, Kahoot, etc. 	

Assessments						
<ul style="list-style-type: none"> • Teacher re-enforcement and discussion of student critique. • Quiz on vocabulary. • Critique modeling. • Student presentations. 						
21st Century Skills						
X	Creativity	X	Critical Thinking	X	Communication	Collaboration
	Life & Career Skills		Information Literacy		Media Literacy	
Interdisciplinary Connections						
<ul style="list-style-type: none"> • ELA - Verbal and Written Expression • World History – Culture, Perspectives 						
Technology Integration						
<ul style="list-style-type: none"> • Individual student computer workstations. • Teacher driven computer workstation. • Digital Projector • LanSchool Application • PowerPoint Application • Word Application • Internet Access • Google Classroom/Docs 						

Time Frame	Unit: 3 Timing: 2-3 Days
Topic	
PHOTOSHOP REVIEW AND ESSENTIAL VOCABULARY How to Visually Communicate and Create Art Using Photoshop	
Essential Questions	
<ul style="list-style-type: none">• How can Adobe Photoshop be a tool in creating art and graphic design?• What are the specific tools included in Photoshop and how do they function in creating art?• What tool is best suited for a desired result, when multiple options are available in using Photoshop?• Why is knowledge of basic Art vocabulary essential in creating and analyzing both personal and other's artwork?	
Enduring Understandings	
<ul style="list-style-type: none">• Adobe Photoshop is merely one tool for the manipulation and creation art and graphic design.• Photoshop offers multiple means to solving design problems, thereby mastering different tools can provide varied effects and different results.• Mastery and understanding vernacular pertinent to computer art will aid in the creation of one's own successful computer art and graphic design.	
Alignment to NJCCCS	
VPA1.3.12.D.1 – Synthesize Methods & Technologies VPA.1.3.12.D.2 – Produce Original Work TECH.8.12.12.A.1 – Create Digital Portfolio 21st C L&C.9.3.12.C – Career Preparation	
Key Concepts and Skills	
<ul style="list-style-type: none">• Demonstrate current understandings of Photoshop tools by executing basic tasks/routines as learned in Computer Art 1.• Articulate and demonstrate key Photoshop vocabulary and terminology.	
Learning Activities	
<ul style="list-style-type: none">• Student lead cooperative review of pre-existing knowledge of Photoshop tools.• Teacher lead review/guided discussion of new/unused Photoshop Tools.• Cooperative review of Photoshop vocabulary.• Vocabulary games: word-search; crossword puzzles, matching game.	
Assessments	
<ul style="list-style-type: none">• Toolbar matching worksheet• Toolbar Quiz.• Vocabulary Quiz	

- Monitoring of review/oral participation.
- Student recap of personal understandings.
- Student reflection on new or additional learnings.

21st Century Skills

	Creativity	X	Critical Thinking		Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy		Media Literacy		

Interdisciplinary Connections

- ELA Verbal and Written Expression

Technology Integration

- Individual student computer workstations.
- Individual Wacom Tablets and stylus
- Teacher driven computer workstation.
- Digital Projector
- LanSchool Application
- Adobe Photoshop Application
- PowerPoint Application
- Word Application
- Internet Access
- Shared Graphics “Y” Drive
- LaserJet B&W Printer
- Google Classroom/Docs

Time Frame	Unit: 4 Timing: 4-5 Days
Topic	
COMPOSITION Are there really only 8 ways to LOOK at the World?	
Essential Questions	
<ul style="list-style-type: none"> • What does “composition” mean in context of art and design? • What Elements and Principles are basic to all lay-out/composition? • How can one idea be visually represented in different ways? • What are the subtle differences in presenting an idea in different lay-out formats? 	
Enduring Understandings	
<ul style="list-style-type: none"> • All art originates from an initial abstract idea. • Problem solving skills are needed to transform an abstract concept into a concrete form. • The Elements and Principles of Art can be combined in an infinite number of ways even when given limited design constraints. • Imagination and creativity reveal multiple solutions to any given set of parameters. • Knowledge of different media enables problem solving and execution of the artistic vision. • There are 8 basic layout designs used to create most advertising vehicles. 	
Alignment to NJCCCS	
VPA.1.3.12.D.1 – Synthesis of Elements & Principles of Art VPA.1.3.12.D.2 – Produce Original Art VPA.1.4.12 A&B - Aesthetic Response & Critique TECH.8.1.12.A.1 – Create Personal Digital Portfolio TECH.8.2.12.C.6 – Reverse Engineer/Redesign 21st C L&C. 9.4.12.C.(6) – Arts Academic Foundations	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Conceptualize, organize and construct a lay-out booklet – using the 8 basic methods of lay-out design. • Visualizing three dimensionally is essential in understanding layout and format when designing two-dimensionally, especially when using the printing process. • Problem solving skills must be employed in designing and constructing printed material. • Multiple self assessments during the creative process prevent mistakes and leads to successful outcomes. • Creativity AND proper construction techniques are required in order to construct successful 2-D multi-page booklets. 	
Learning Activities	
<ul style="list-style-type: none"> • Independent research and inquiry into multiple layout formats. • Guided review, discussions and differentiation of 8 lay-out composition formats. 	

- Visualization and problem solving of 3-dimensional construction from a 2-dimensional design format.
- Actual printing and constructing of 3-dimensional multi-page layout booklet.

Assessments

- On-going teacher evaluation and feed back during construction.
- Students will self-critique, group critique.
- Booklet submission for major project evaluation.

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication		Collaboration
	Life & Career Skills		Information Literacy		Media Literacy		

Interdisciplinary Connections

- ELA Verbal and Written Expression.
- Mathematical Practices

Technology Integration

- Individual student computer workstations.
- Individual Wacom Tablets and stylus
- Teacher driven computer workstation.
- Digital Projector
- LanSchool Application
- Adobe Photoshop Application
- PowerPoint Application
- Word Application
- Internet Access
- Shared Graphics “Y” Drive
- LaserJet B&W Printer
- LaserJet Color Printer
- Google Classroom/Docs

Time Frame	Unit: 5 Timing: 2 Weeks
Topic	
TYPEFACE/ POSITIVE NEGATIVE SPACE How to VISUALLY Communicate with MORE than Just WORDS	
Essential Questions	
<ul style="list-style-type: none"> • Why and HOW do we use letters to communicate? • What distinguishes various fonts and typeface? What makes them unique? What makes them similar? • What subliminal impact can we as designers have on the viewer when selecting typeface? • What do we as artist want to communicate to our viewer when using only type or letters? • How can composition be expressed in Black and White only? • What Elements and Principles are best used to create strong compositions? • How can emotion or feeling be revealed by eliminating color and using B&W composition only? • What are the advantages/disadvantages to B&W composition and communicating ideas? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Font and typeface are essential and subliminal means of communicating. • Type is not merely for the formation of words. Type can be used as a means to support and enhance the Elements and Principles of Art. • The evolution of the printed word is re-formulating 21st Century culture and communication. 	
Alignment to NJCCCS	
VPA.1.1.12.D – Understanding Elements & Principles of Art VPA.1.2.12.A - History of Arts & Culture VPA.1.3.12.D.1 – Synthesis of Methods & Technologies VPA1.3.12 D.2 –Produce Original Art; VPA.1.4.12.A&B - Aesthetic Response & Critique TECH.8.1.12.A – Understand & Apply Technology Effectively TECH.8.1.12.A.1 – Create Personal Digital Portfolio 21st C. L&C.9.4.12.C (6) – Arts Academic Foundations	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Comprehension of the evolution of fonts/typeface is a way of identifying history and culture. • Words and typeface are linked but differentiation is essential in communication. • How to visually illustrate the Elements & Principles of Art using text and font only. • Reflect and choose which typeface represents personal artistic vision or personae. • Synthesize and implement composition techniques using black and white only. • Combining key Elements and Principles of Art are essential for communicating strong compositions. • Pure geometric and organic shapes can be effective devices/images for communicating. 	

Learning Activities

- Students will review the history of typeface.
- Students will characterize the similarities/differences between various fonts and typeface.
- Students will use type to create a picture.
- Students will use type to demonstrate Layout and Positive/Negative Space.
- Students will use type to create a personal signature.
- Students will use black & white squares to visually illustrate words, i.e., Order, Increase, Bold, Congested, Tension, Playful etc.
- Students will use Organic Shapes combined with Positive/Negative space relationships to create strong compositions in creating visual imagery, i.e. polar bear, steam, shark, whale, etc.

Assessments

- Individual student research on text and typeface.
- Quiz on font and typeface.
- On-going teacher evaluation and feed back during construction.
- Students will: self critique, peer group critique.
- Students will submit individual projects for teacher evaluation.

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- ELA - Verbal and Written Expression
- World History – Culture, Perspectives, Innovation & Technology

Technology Integration

- Individual student computer workstations.
- Individual Wacom Tablets and stylus
- Teacher driven computer workstation.
- Digital Projector
- LanSchool Application
- Adobe Photoshop Application
- PowerPoint Application
- Word Application
- Internet Access
- Shared Graphics “Y” Drive
- LaserJet B&W Printer
- LaserJet Color Printer
- Google Classroom/Docs

Time Frame	Unit: 6 Timing: 1 Week
Topic	
SCALE Using SCALE can enhance REALISM or ABSTRACTION	
Essential Questions	
<ul style="list-style-type: none"> • What is scale? • What is cropping? • How can scale and cropping communicate the artist's vision? • How can scale and cropping alter the viewer's perception? • What is the difference between Realism and Abstraction? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Scaling and cropping are critical tools in visual communication especially in art and design projects. • Scale and cropping will depend upon the ultimate media output and viewer's environment. • Scale and cropping through trial and error is an important tool for learning and subsequent successful art production. • Abstraction can be just as important as Realism to communicate an artist's vision. 	
Alignment to NJCCCS	
VPA.1.2.12.A - History of Arts & Culture V.P.A.1.3.12.D.1 – Synthesis of Elements & Principles VPA.1.3.12 D.2 – Produce Original Art VPA.1.4.12.A&B - Aesthetic Response & Critique TECH.8.1.12.A – Understand and Use Technology Effectively 21st C. L&C. 9.1.12.A – Critical Thinking & Problem Solving 21st C. L&C. 9.3.12.C – Career Preparation; 21st C. L&C.9.4.12.C.(6) – Arts Academic Foundations	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Comprehend and demonstrate scale and cropping theory through multiple image output. • Applying scale and cropping theory will dramatically affect message and meaning to a composition. • Abstraction is an important visual means of communicating. 	
Learning Activities	
<ul style="list-style-type: none"> • Teacher lead review of scale and cropping theory. • Students will research and explore scale and cropping uses. • Students will explore and create multiple images through trial and error to address specific effects and results. • Students will create visual abstractions through cropping and scaling from realistic imagery. 	

Assessments						
<ul style="list-style-type: none"> • On-going teacher evaluation and feed back during creation. • Students will: self critique, peer group critique. • Practical Quiz • Students will submit final projects for teacher evaluation. 						
21st Century Skills						
X	Creativity	X	Critical Thinking	X	Communication	Collaboration
X	Life & Career Skills	X	Information Literacy		Media Literacy	
Interdisciplinary Connections						
<ul style="list-style-type: none"> • ELA - Verbal and Written Expression • World History – Culture, Perspectives, Innovation & Technology 						
Technology Integration						
<ul style="list-style-type: none"> • Individual student computer workstations. • Individual Wacom Tablets and stylus • Teacher driven computer workstation. • Digital Projector • LanSchool Application • Adobe Photoshop Application • PowerPoint Application • Word Application • Internet Access • Shared Graphics “Y” Drive • LaserJet B&W Printer • LaserJet Color Printer • Google Classroom/Docs 						

Time Frame	Unit: 7 Timing: 2 Weeks
Topic	
CONSUMER MARKETING AND ADVERTISING What is IT we SEE?	
Essential Questions	
<ul style="list-style-type: none"> • What around us is created to get us to buy things? • What makes us want to buy one product versus another? • What is a Target Market? What is a Media Channel? How are they interrelated and inter-dependent to advertise products? • What role does the designer have in shaping what the consumer sees? • What and how can the designer manipulate what he wants the consumer to buy? • How can the Elements and Principles of Art be applied to help the designer express his vision? • What are the advantages/disadvantages of using the computer to express that vision? • How can Photoshop be used in the creation of consumer marketing and advertising vehicles? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Marketing and Advertising are important tools in consumer spending. • Media Channels must be effectively used to attract specific Target Markets • Designers play a key role in deciding what the consumer sees and ultimately buys. • Specific Elements and Principles of Art are essential in shaping what the designer wants the consumer to see. • Various Photoshop tools are available to the artist/designer; knowing which tool to use when and where is important to maximize the designer's efficiency and capacity in communicating. • Cutting through the "clutter" is essential in today's world – How can "Less is More" be applied? • "A picture can be worth a thousand words", but can also lead to a thousand misinterpretations. 	
Alignment to NJCCCS	
VPA.1.2.12.A - History of Arts & Culture V.P.A.:1.3.12.D – Synthesize Elements & Principles of Art VPA.1.3.12 D –Produce Original Art VPA.1.4.12.A&B - Aesthetic Response & Critique TECH.8.1.12.C.1 – Innovative Solution to Real World Problem TECH.8.1.12.D1 – Application of Copyright Laws TECH.8.2.12.A.3 – Research, Present and Repurpose Technology 21st C L&C.9.1.12.A – Critical Thinking 21st C L&C 9.1.12.B – Creativity 21st C L&C 9.1.12.C – Collaboration 21st C L&C.9.1.12.E – Communication. 21st C L&C.9.1.12.F – Ethics 21st C L&C.9.3.12.C – Career Preparation 21st C L&C.9.4.12.C (6) – V.A. Academic Foundations & Career Development 21st C L&C .9.4.12.N – Marketing Foundations, Communications, Problem Solving, Critical Thinking, Technology	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Understanding how consumer marketing and advertising affects us today. 	

- Understanding the advantages and limitations of Photoshop can maximize efficiency and produce varied results.
- Utilizing and controlling one’s own digital images is important not only for unity of message, but right of ownership.
- Careful utilization of the Elements and Principles of Art can aid in the clarity of message in consumer advertising and marketing vehicles.

Learning Activities

- Students will research and investigate various consumer marketing and advertising campaigns.
- Students will research, reflect and critique various consumer promotional programs.
- Students will begin to comprehend copyright law by reviewing and analyzing landmark cases.
- Students will utilize a digital camera to create a consumer advertising vehicle.
- Students will design and create cross-media consumer marketing advertising campaigns using Photoshop

Assessments

- On-going teacher evaluation and feed back during creation.
- Students will: self critique, peer group critique.
- Students will submit final projects for teacher evaluation.

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- ELA - Verbal and Written Expression
- History – Culture, Perspectives, Innovation & Technology

Technology Integration

- Individual student computer workstations.
- Individual Wacom Tablets and stylus
- Teacher driven computer workstation.
- Digital Projector
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- Adobe Photoshop Application
- PowerPoint Application
- Word Application
- Internet Access
- Shared Graphics “Y” Drive
- LaserJet B&W Printer
- LaserJet Color Printer
- Google Classroom/Docs

Time Frame	Unit: 8	Timing: 1 Week
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PERSONAL EXPRESSION

How Do I See Myself? What Do I Want Others to See of Me?

Essential Questions

- Who am I? What do I want to express as an artist?
- How do artist express themselves in art?
- What does a self-portrait reveal about me?
- What is a caricature? How is it different form a self-portrait?
- How can I use the computer to express myself as an artist
- What are the advantages/disadvantages of using a computer to express yourself as an artist?
- What/ how can I as an artist comment on/about society?
- What Elements and Principles of Art do I want to use to enhance my personal expression/statements about myself and society?
- How can the use of a digital camera be an extension of my personal expression.

Enduring Understandings

- Artists express themselves in many ways with computers as 21st Century technology expands.
- No matter what medium (traditional or computer generated) the Elements and Principles of Art are universal and help shape what the artist wants to convey, and what the viewer sees.
- The computer is one tool to maximize the capacity how artist's can express themselves.
- Artists influence each other directly and indirectly, impacting one's own self expression.

Alignment to NJCCCS

VPA.1.2.12.A - History of Arts & Culture

V.P.A.1.3.12.D.1 – Synthesis of Elements & Principles of Art

VPA.1.3.12 D.2 –Produce Original Art

VPA1.4.12.A&B - Aesthetic Response & Critique

TECH.8.1.12.A – Understand & Apply Technology Effectively

TECH.8.1.12.A.1 – Create Personal Digital Portfolio

21st C. L&C.9.1.12.A – Critical Thinking

21st C. L&C.9.1.12.B – Creativity

21st C. L&C. 9.1.12.D – Cross-Cultural

21st C. L&C.9.1.12.E – Communication & Media

21st C. L&C. 9.1.12.F – Productivity

21st C. L&C.9.4.12.C (6) – V.A. Academic Foundations

Key Concepts and Skills

- Exploration of other artists' work is essential in order for one to create your own personal vision and voice.
- Utilization of critique helps formulate an artist's personal viewpoint and subsequent expression.
- Portraiture is one venue in which artists can express themselves.
- Using the computer to manipulate/enhance digital pictures of oneself is an important tool to assist in the artist's statement and vision.

- The Photoshop Liquify tool can be an effective device to enhance personal expression in caricatures.

Learning Activities

- Students will research and investigate various artists’ self expressions.
- Students will research, reflect and critique various artists’ self portraits.
- Student will utilize various computer tools to create blended images.
- Students will utilize a digital camera to explore self portraiture.
- Students will utilize all tools available to them to create digital self-portraits.
- Students will research and investigate the history of caricatures.
- Students will demonstrate mastery of Photoshop tools to create self-caricatures.

Assessments

- On-going teacher evaluation and feed back during creation.
- Students will: self critique, peer group critique.
- Journal Writing/Scrap booking/Collage making.
- Students will submit final projects for teacher evaluation.

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Students can collaborate with Digital Photography classes for creation of self-portraits.
- ELA Verbal and Written Expression.

Technology Integration

- Individual student computer workstations.
- Individual Wacom Tablets and stylus
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- PowerPoint Application
- Word Application
- Internet Access
- Shared Graphics “Y” Drive
- LaserJet B&W Printer
- LaserJet Color Printer
- Google Classroom/Docs