

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Graphic Design

June 2018

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Graphic Design

Graphic Design is a full year one-credit course. Students use computers and several state of the art Adobe applications including Photoshop, Illustrator, and InDesign on a daily basis. Students also learn to operate digital drawing boards and scanners. Projects include flyers, posters, brochures, business cards, and logo designs. This course teaches graphic art knowledge and reinforces employability skills through work with graphic design, advertising, and publishing professionals in the community. Critiques, written and oral reports are required. Advertising Art is a prerequisite for this class, with students earning a B or better.

Unit # 1 Intro to Graphic Design

Pacing: 3 weeks 8-9 block classes

Unit # 2 Vector Design

Pacing: 3 weeks 8-9 block classes

Unit # 3 Intro to InDesign

Pacing: 4 weeks 10 block classes

Unit #4 Typography

Pacing: 3-4 weeks 7-10 block classes

Unit # 5 Commercial Art & Marketing

Pacing: 5 weeks 11-13 block classes

Unit # 6 Photo Manipulation & Self Portraits

Pacing: 5 weeks 11-13 block classes

Unit # 7 InDesign effects, style sheets & advanced functions

Pacing: 3 weeks 8-9 block classes

Unit # 8 Skill based Resume & Interviewing techniques

Pacing: 3 weeks 8-9 block classes

Unit # 9 Branding & Self Promotion

Pacing: 4-5 weeks 10-13 block classes

- At the start of each unit, students will complete thumbnail sketches as part of a pre-assessment and brainstorming technique.
- Throughout each unit students will participate in group and self critiques to evaluate their work. They will use the DAIJ Art Criticism technique - Describe, Analyze, Interpret and Judge. These critiques teach students to give and receive constructive feedback and how to work with a client. All are skills they will need in their future places of employment. There is a link to more information on the technique under unit one performance tasks. Students will build their art criticism skills throughout the semester and be able to give stronger peer and self evaluations each unit.

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>ISTE 4: Innovative Designer Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p> <p>ISTE 3: Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Connecticut Arts Curriculum Framework: Program Goals: 4 - Understand and use materials, techniques, forms, language, notation and literature of graphic design. 5 - Understand the importance of graphic design in expressing and illuminating human experiences, beliefs and values. 10 - Understand the relationships among the arts, other disciplines and daily life.</p>	
	Meaning	
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● There are 4 basic categories in graphic design - vector design, photo manipulation, typography design and icon design ● The elements of art are everywhere in the world around us. ● Graphic design is visual persuasion. ● Its purpose is to successfully communicate an idea visually, solve a problem &/or achieve an objective. ● Thumbnail sketches exhibit elements of design, including distinct color schemes. ● Thumbnail sketches help brainstorm. ● Thumbnails help students become comfortable with making creative decisions. ● Sharing ideas and learning to compromise strengthens artistic and academic skills. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What are 10 forms of graphic design? ● Why is graphic design essentially anonymous? ● How do artists keep their in-progress work safe? ● Why is successful graphic design global and universal? ● How do Thumbnail sketches help with layout? ● What are the elements of art and the principles of design? ● How can you evaluate another person's artwork? 	

	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The 14 elements & principles of design. ● Not all elements will be apparent in all artwork. ● Respect other people’s artwork. ● Thumbnail sketches are shorthand notes for an artist. ● Thumbnail sketches are useful to plan and communicate an idea. ● Creativity is essential in graphic design. ● Successful Thumbnails are small and done quickly. ● Variation produces deeper understanding of the creative process. ● Thumbnail sketches help develop and communicate the “seed” of an idea. ● Graphic design stresses simple lines, shapes and colors. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Distinguishing the difference between 4 kinds of graphic design. ● How to identify the 14 elements/principles of design. ● Quickly sketching 4-6 TNs for every project.

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
TMA	<ul style="list-style-type: none"> Specific rubrics will be added during the 2018-19 school year. 	<p>PERFORMANCE TASK(S):</p> <p>Every unit students will be asked to create a poster, print ad or other graphic design project that successfully demonstrates an element of art or principle of design. This task will assess students on their ability to apply the information taught in the transfer, meaning and acquisition part of this template. After completing this task, students will then complete a self assessment as well as a peer assessment using the DIAJ technique. A specific task sheet for this project as well as a rubric will be added during the 2018-19 school year.</p> <ul style="list-style-type: none"> Create a poster, print ad or other graphic design project that successfully demonstrates an element of art or principle of design. Participate in class critiques that demonstrate the Describe, Analyze, Interpret, Judge (DAIJ) Art Criticism technique. https://thevirtualinstructor.com/blog/the-steps-to-art-criticism Students will complete the tasks in the “other evidence” section below in preparation for their performance tasks in this section.
		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Students will find examples of each of the 4 types of graphic design. Students will create thumbnail sketches of their elements of art / other graphic design project. Students will participate in a critique evaluating a famous artwork or one belonging to the instructor in order to learn the DAIJ technique. Students will start a glossary of graphic design terms in their notebook that will be checked during each unit by the instructor. Students will rename their USB drive as their name so that they can locate it on the PC. Students will learn to properly eject their USB drive so that no data is lost.

Stage 3 – Learning Plan

Code TMA	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> ● Students will create thumbnail sketches as a baseline to evaluate all other thumbnail sketches against to show improvement. ● Save a document to their USB drive without assistance. ● Upload/download a photo from their phone/the internet to the computer. 	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> ● Identify the four kinds of graphic design - vector, photo manipulation, icon and typography. ● Identify the 7 elements of art. ● Identify the 7 principles of design. ● Create thumbnail sketches prior to designing large artworks in order to brainstorm and document the design process. ● Identify and utilize the four parts of a critique. ● Give and receive constructive criticism. ● Save to their USB Drive. ● Properly Eject USB drive. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> ● Specific rubrics will be added during the 2018-19 school year. ● Class critiques ● Thumbnail sketches to show planning and composition ● Keep a notebook with graphic design vocabulary and related information.

Stage 1 Desired Results

ESTABLISHED GOALS		
<p>ISTE:4 Innovative Designer Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Connecticut Arts Curriculum Framework: Program Goals: 4 - Understand and use materials, techniques, forms, language, notation and literature of graphic design. 10 - Understand the relationships among the arts, other disciplines and daily life.</p>	
	Meaning	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Adobe Illustrator is the most appropriate program to create vector designs. ● Vector art is scalable without losing resolution quality. </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is vector design? ● What programs are best for creating vector drawings in the Adobe Creative Suite? ● When is a vector the best option for a graphic designer? </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Adobe Illustrator is the most appropriate program to create vector designs. ● Vector art is scalable without losing resolution quality.
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Adobe Illustrator is the most appropriate program to create vector designs. ● Vector art is scalable without losing resolution quality. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is vector design? ● What programs are best for creating vector drawings in the Adobe Creative Suite? ● When is a vector the best option for a graphic designer? 	
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Vector designs can be scaled as large or as small as they want and not look pixelated. ● Logos should be created as vectors for optimal use. ● How to use the basic editing tools on the toolbar. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Saving a vector design for a professional printing service or for personal use. ● Importing/exporting the vector design into the other Adobe programs. ● Choosing the correct file type for the use of the vector design. ● Identifying and distinguishing the 5 different types of logos. ● Using the text tool, shape tool, color, fill 	

		<p>and stroke tools, pen tool, paintbrush tool, selection tool, direct selection tool, rulers, placing images and creating/maintaining their digital workspace in Illustrator.</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
TMA	<ul style="list-style-type: none"> Specific rubrics will be added during the 2018-19 school year. 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Every unit students will be asked to create a poster, print ad or other graphic design project that successfully demonstrates an element of art or principle of design. This task will assess students on their ability to apply the information taught in the transfer, meaning and acquisition part of this template. After completing this task, students will then complete a self assessment as well as a peer assessment using the DIAJ technique. A specific task sheet for this project as well as a rubric will be added during the 2018-19 school year. Create a logo or other graphic design project that successfully demonstrates vector design, one of the 5 types of logos and the use of the basic editing tools in Adobe Illustrator. Participate in the class critique and demonstrate the DIAJ technique. Students will complete the tasks in the “other evidence” section below in preparation for their performance tasks in this section.

OTHER EVIDENCE:

- Students will take photos of each other to use for class badges.
- Students will create personal badges.
- Students will complete mini projects using the basic Adobe Illustrator tools - text tool, shape tool, color, fill and stroke tools, pen tool, paintbrush tool, selection tool, direct selection tool, rulers and placing images.
- Students will participate in critiques and give constructive criticism to peers on the logos designed for the class.
- Students will save their logos as Adobe Illustrator files to their USB drives.
- Students will save their logos to Google drive as PDF files with curves.

Stage 3 – Learning Plan

Code TMA	<i>Pre-Assessment</i>	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none">● Create a logo for the class, a business or personal use.● Navigate the Adobe Illustrator workspace & basic toolbar - text tool, shape tool, color, fill and stroke tools, pen tool, paintbrush tool, selection tool, direct selection tool, rulers, placing images.● Properly save logo design as a vector design for professional printing purposes.	<p>Progress Monitoring</p> <ul style="list-style-type: none">● Specific rubrics will be added during the 2018-19 school year.● Class critiques● Complete tutorials online● Create a badge to use as a class pass with a photo of the student and text dictated by the teacher.

Stage 1 Desired Results

ESTABLISHED GOALS	
<i>Transfer</i>	
<p>ISTE 6: Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p>	
<p>Students will be able to independently use their learning to... Connecticut Arts Curriculum Framework: Program Goals: 4 - Understand and use materials, techniques, forms, language, notation and literature of graphic design. 1 - Create artworks that express concepts, ideas and feelings in each art form.</p>	
<i>Meaning</i>	
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Adobe InDesign is most appropriate for project layout. • Documents that are rich in text should be created in InDesign. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Are all the Adobe Creative Suite programs the same or do some perform different functions better than others? • How do you import an image? • How do you create a drawing? Is it the same or different from Illustrator?
<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • InDesign was created for the purpose of project layout. • A document that has a lot of text MUST be created in InDesign. • Photoshop has the capability to create text, but text heavy projects should not be created in that program. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Creating original works or responsibly repurpose or remix digital resources into new creations. • Using the text tool, shape tool, color, fill and stroke tools, pen tool, pencil tool, selection tool, direct selection tool, rulers, placing images and creating/maintaining their digital
<p>CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	

	<ul style="list-style-type: none"> • InDesign has many of the same tools and features as Illustrator. Some things just have different names. • All Adobe Programs were meant to be used together. 	<p>workspace in InDesign.</p> <ul style="list-style-type: none"> • Creating graphic design projects that contain more than one image or line of text.
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
TMA	<ul style="list-style-type: none"> • Specific rubrics will be added during the 2018-19 school year. 	<p>PERFORMANCE TASK(S):</p> <p>Every unit students will be asked to create a poster, print ad or other graphic design project that successfully demonstrates an element of art or principle of design. This task will assess students on their ability to apply the information taught in the transfer, meaning and acquisition part of this template. After completing this task, students will then complete a self assessment as well as a peer assessment using the DIAJ technique. A specific task sheet for this project as well as a rubric will be added during the 2018-19 school year.</p> <ul style="list-style-type: none"> • Create a poster, print ad or other graphic design project that successfully demonstrates the mastery of text tool, shape tool, color, fill and stroke tools, pen tool, pencil tool, and placing images. • Participate in the class critique and demonstrate the DAIJ technique. • Students will complete the tasks in the “other evidence” section below in preparation for their performance tasks in this section.

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Students will create mini projects in Adobe InDesign using the text tool, shape tool, color, fill and stroke tools, pen tool, pencil tool, selection tool, direct selection tool, rulers, placing images • Students will create mini projects that contain more than one image or line of text. • Students will use a vector design in a graphic design project. It can be the one they created in the previous unit, but does not need to be the same one.
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Stage 3 – Learning Plan

<p>Code TMA</p>	<p><i>Pre-Assessment</i></p> <ul style="list-style-type: none"> • Students will be asked to create a document in Adobe InDesign, import a photo, type their name, create one shape, fill it with color and change the outline of the shape (color & thickness). • Students will create thumbnail sketches designing projects that contain more than one image or line of text. 	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> • InDesign is the most appropriate program in the Adobe Creative Suite for text heavy projects. • InDesign is an industry standard and excellent for layout. • Using the text tool, shape tool, color, fill and stroke tools, pen tool, pencil tool, selection tool, direct selection tool, rulers, placing images 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Specific rubrics will be added during the 2018-19 school year. • Class critiques • Create a Google Drive folder and upload in-progress work as well as finished work.

Stage 1 Desired Results

ESTABLISHED GOALS		
<p>ISTE 6A:Creative Communicator Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Connecticut Arts Curriculum Framework: Program Goals: 4 - Understand and use materials, techniques, forms, language, notation and literature of graphic design. 1 - Create artworks that express concepts, ideas and feelings in each art form. 8 - Develop sufficient mastery of graphic design to be able to pursue further study, if they choose, in preparation for a career.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Typography is the art and technique of arranging type to make language appealing. ● Type is around us everywhere and has a rich history. ● Different typefaces are used in different situations. ● Designers do not like to have widows and orphans in their text. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is the difference between readability and legibility? ● How did lowercase and uppercase letters (capitals) get their names? ● What is the most universal typeface? ● What type style is best for print? ● What type style is best for web design?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to recognize different styles of type: serif, sans serif, script/cursive, 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Understanding the components, concepts and language of type 	

slab serif

- How to distinguish between body, copy & display type
- Knowledge of the history of typefaces

- Recognize different styles and arrangement of type
- Adjusting leading, tracking & kerning
- Using Hierarchy

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
TMA	<ul style="list-style-type: none"> Specific rubrics will be added during the 2018-19 school year. 	<p>PERFORMANCE TASK(S):</p> <p>Every unit students will be asked to create a poster, print ad or other graphic design project that successfully demonstrates an element of art or principle of design. This task will assess students on their ability to apply the information taught in the transfer, meaning and acquisition part of this template. After completing this task, students will then complete a self assessment as well as a peer assessment using the DIAJ technique. A specific task sheet for this project as well as a rubric will be added during the 2018-19 school year.</p> <ul style="list-style-type: none"> Create a poster, print ad or other graphic design project that successfully demonstrates the components, concepts and language of type. Participate in the class critique and demonstrate the DIAJ technique. Students will complete the tasks in the “other evidence” section below in preparation for their performance tasks in this section.
		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Students will create a typography sample sheet for themselves, using samples of serif, sans serif, script/cursive and slab serif fonts. This sheet will also include samples of kerning, leading, tracking, widows and orphans. Students will create a diagram of a letter showing the ascender, descender and other parts. Advanced students might create their own fonts. Students will redesign a bland poster, advertisement, etc to demonstrate hierarchy.

Stage 3 – Learning Plan

Code TMA	<i>Pre-Assessment</i>	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> ● How to recognize different styles of type: serif, sans serif, script/cursive, slab serif ● How to distinguish between body copy & display type ● Knowledge of the history of typefaces ● Different typefaces are used in different situations for the best impact. ● Designers do not like to have widows and orphans in their text. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> ● Specific rubrics will be added during the 2018-19 school year. ● Class critiques ● Students will study many different fonts and put together a “font library” or “font glossary” in their course notebooks of fonts they like and that meet certain criteria for visual reference to use in later projects.

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>ISTE 6: Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p> <p>ISTE 2: Digital Citizen Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p> <p>ISTE 1D: Empowered Learner Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Connecticut Arts Curriculum Framework: Program Goals: 10 - Understand the relationships among the arts, other disciplines, and daily life.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The client won't always like the designs that you create. • Accepting feedback and listening to what a client wants is part of being a designer. • Colors have different meanings in marketing and different ones are appropriate in different situations. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can you design art for business, marketing and promotion? • Why can't you just design what you like when you take on a client? • How do you figure out your target market? • What is a corporate identity? • What place do Trademark & Copyright laws have in graphic design?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The difference between Trademark & Copyright. • Where they can obtain a copyright or royalty free image to use in their artwork. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Creating business cards, letterhead, #10 envelope, and logos. • Identifying target markets for various products. • Using color to convey meaning. 	

	<ul style="list-style-type: none"> • The sizing of business cards, letterhead, #10 envelope • The 6 parts of a print advertisement. 	<ul style="list-style-type: none"> • Finding copyright and royalty free images or clipart.
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
TMA	<ul style="list-style-type: none"> • Specific rubrics will be added during the 2018-19 school year. 	<p>PERFORMANCE TASK(S):</p> <p>Every unit students will be asked to create a poster, print ad or other graphic design project that successfully demonstrates an element of art or principle of design. This task will assess students on their ability to apply the information taught in the transfer, meaning and acquisition part of this template. After completing this task, students will then complete a self assessment as well as a peer assessment using the DIAJ technique. A specific task sheet for this project as well as a rubric will be added during the 2018-19 school year.</p> <ul style="list-style-type: none"> • Create a portfolio or other graphic design project that successfully demonstrates corporate identity, design consistency & the use of royalty/copyright free images/clipart. • Participate in the class critique and demonstrate the DAIJ technique. • Students will complete the tasks in the “other evidence” section below in preparation for their performance tasks in this section.

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Students will choose a business type from a list provided by the instructor so that no one has a duplicate business. • Students will decide the name, location, coordinating target market and other information of their made up business. • Students will create thumbnail sketches of logos, business cards, letterhead and envelopes to match their chosen made up business.
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Stage 3 – Learning Plan

<p>Code TMA</p>	<p><i>Pre-Assessment</i></p> <ul style="list-style-type: none"> • Students will be given a “review quiz” of information from Advertising Art. • Students will create thumbnail sketches of their logo, business card, letterhead and envelope ideas. 	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> • The difference between Trademark & Copyright. • Students will know where they can obtain a copyright or royalty free image to use in their artwork. • The sizing of business cards, letterhead, #10 envelope • The 6 parts of a print advertisement. • How to figure out your Target Market. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Specific rubrics will be added during the 2018-19 school year. • Class critiques • Students will bring in physical examples or find online examples of corporate identity.

Stage 1 Desired Results		
<p>ESTABLISHED GOALS ISTE 2: Digital Citizen Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p> <p>ISTE 4: Innovative Designer Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p> <p>ISTE 1D: Empowered Learner Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. ● Carefully and analytically consider his/her own work and that of other students as well as professional photographers. ● Experience a variety of photographs made by historical and contemporary photographers. 	
	<i>Meaning</i>	
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The self-portrait is an ancient and respected artistic genre. ● Knowledge of historical periods of art expands art education and appreciation. ● Working in a series provides an artist with opportunities to grow and develop a style. ● Incorporation of prior knowledge promotes a successful self-portrait. ● Adobe Photoshop (PS) is the best software to manipulate photographs. ● With Photoshop, graphic designers can learn computer graphic techniques that mimic various painterly effects in historical self-portraits. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why are self-portraits an important historical subject? ● How does Photoshop mimic the brush strokes and effects of various historical art styles? ● Why do some artists paint renditions of older famous paintings? ● What is the role of perspective in a self-portrait? ● How can costumes be important in self-portraits? ● What is the distinction among full body, close up full face and profile? ● How can typography become a contemporary element in an artistic self-portrait? ● How does an artist express a mood in a self-portrait? Give examples of famous artists that did this. 	

Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to recognize several major historical periods of a portrait. • How to identify the position of the figure in a portrait. • The color scheme of a portrait. • The details included in a portrait 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Using basic photo corrections and selection tools in Photoshop. • Using the layers palette in Photoshop. • Changing the size & resolution of a photograph.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
TMA	<ul style="list-style-type: none"> • Specific rubrics will be added during the 2018-19 school year. 	<p>PERFORMANCE TASK(S):</p> <p>Every unit students will be asked to create a poster, print ad or other graphic design project that successfully demonstrates an element of art or principle of design. This task will assess students on their ability to apply the information taught in the transfer, meaning and acquisition part of this template. After completing this task, students will then complete a self assessment as well as a peer assessment using the DIAJ technique. A specific task sheet for this project as well as a rubric will be added during the 2018-19 school year.</p> <ul style="list-style-type: none"> • Create a portfolio or other graphic design project that successfully demonstrates photo manipulation and self portrait. • Participate in the class critique and demonstrate the DIAJ technique. • Students will complete the tasks in the “other evidence” section below in preparation for their performance tasks in this section.

OTHER EVIDENCE:

- Students will take photographs of themselves or classmates from different angles.
- Students will take photographs of themselves or classmates using props or costumes.
- Students will manipulate text in Adobe Illustrator and Adobe Photoshop through mini projects and experimentation.
- Students will make a list of at least 20 words or phrases that have meaning in their life.
- Students will study the artists Maggie Taylor and Jerry Uelsmann and how they create photographic artwork that is symbolic. They will then make a list of at least 10 things in their life that have symbolic meaning.
- Students will review color meanings and color techniques in photoshop (from the photography course). They will then create a mini monochromatic project in one color using only tints/shades of it.

Stage 3 – Learning Plan

Code TMA	<i>Pre-Assessment</i> <ul style="list-style-type: none">● Students will be asked to manipulate a photograph in Photoshop.● Student will create thumbnail sketches of their self portraits.	
	Summary of Key Learning Events and Instruction <ul style="list-style-type: none">● How to recognize several major historical periods of a portrait.● How to identify the position of the figure in a portrait.● The color scheme of a portrait.● The details included in a portrait● Working in a series provides an artist with opportunities to grow and develop a style.● Adobe Photoshop (PS) is the best software to manipulate photographs.	Progress Monitoring <ul style="list-style-type: none">● Students will bring in physical examples or find online examples of self portraits.● Students will participate in a class critique of famous portraits from famous artists and photographers.

Stage 1 Desired Results

Stage 1 Desired Results			
<p>ESTABLISHED GOALS</p> <p>ISTE 6: Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	Transfer		
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Connecticut Arts Curriculum Framework: Program Goals: 7: Develop sufficient mastery of graphic design to continue lifelong involvement in that art form— as responders, educated consumers and/or as creators.</p>		
	Meaning		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● There is a formula to layout design. ● Style sheets assist graphic designers in repeating text effects without wasting time. ● InDesign has more than layout capabilities. </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do newspapers and magazines format their repeating text? ● How does a graphic designer decide where to place multiple photographs and text boxes in a multi page document? </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● There is a formula to layout design. ● Style sheets assist graphic designers in repeating text effects without wasting time. ● InDesign has more than layout capabilities. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do newspapers and magazines format their repeating text? ● How does a graphic designer decide where to place multiple photographs and text boxes in a multi page document?
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Acquisition			
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	<ul style="list-style-type: none"> • <i>How to create and manipulate multi-page projects.</i> • <i>How to create and manipulate multi-fold projects.</i> 	<ul style="list-style-type: none"> • Creating multi-image layout designs. • Creating tri-fold and other non-traditional graphic designs.
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
TMA	<ul style="list-style-type: none"> • Specific rubrics will be added during the 2018-19 school year. 	<p>PERFORMANCE TASK(S):</p> <p>Every unit students will be asked to create a poster, print ad or other graphic design project that successfully demonstrates an element of art or principle of design. This task will assess students on their ability to apply the information taught in the transfer, meaning and acquisition part of this template. After completing this task, students will then complete a self assessment as well as a peer assessment using the DIAJ technique. A specific task sheet for this project as well as a rubric will be added during the 2018-19 school year.</p> <ul style="list-style-type: none"> • Create a poster, print ad or other graphic design project that successfully demonstrates style sheets, multi-page and/or multi/fold. • Participate in the class critique and demonstrate the DIAJ technique. • Students will complete the tasks in the “other evidence” section below in preparation for their performance tasks in this section.

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Students will create multi-page layout design. This can be a continuation of the midterm project or something new. • Students will create a multi-image layout design. This can use the student's personal photographs. • Students will create a style sheet to be used in the project at the end of the unit.
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Stage 3 – Learning Plan

<p>Code TMA</p>	<p><i>Pre-Assessment</i></p> <ul style="list-style-type: none"> • Create a style sheet without instruction. • Students will create thumbnail sketches for projects that demonstrate a multi-image layout design. • Students will create thumbnail sketches for projects that demonstrate a multi-page layout design. 	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> • Creating & using style sheets. • Creating multi-page layout designs. • Creating multi-image layout designs. • Creating tri-fold and other non-traditional graphic designs. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Specific rubrics will be added during the 2018-19 school year. • Class critiques • Find and bring in a real-world multi-page layout design. No online examples, please. • Find and bring in a real-world multi-image layout design. No online examples, please. • Re-create a premade style sheet

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>ISTE 1: Empowered Learner Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>ISTE 3: Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Connecticut Arts Curriculum Framework: Program Goals: 8: Develop sufficient mastery of graphic design to be able to pursue further study, if they choose, in preparation for a career. 10: Understand the relationships among the arts, other disciplines, and daily life.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● A résumé is a living document that changes as one gains experience. ● A skill-based résumé is useful professionally and personally. ● A letter-based logo is a contemporary monogram. ● Résumés with letter-based logos stand out. ● Choice of font, paper and ink color are important in a résumé. ● Sharing ideas and learning through critique strengthens the résumé. ● Interviews allows future employers to get a feel for who you are. ● How you dress and speak will have an effect on whether you get a job. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is a role of a logo or monogram on a résumé? ● How can you present the logo in the background of your résumé? ● Why is a resume never finished? ● What is the role of color, both for ink and paper, in a résumé? ● What is the role of textured paper in the résumé? ● What are “out of the box ”résumés?

	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● <i>If seniors, how to access their résumés in Naviance.</i> ● <i>If juniors, how to list and date their high school accomplishments.</i> ● <i>A successful résumé conveys the skills learned in school, sports and work.</i> ● <i>A well written résumé is a snapshot of the “best you”.</i> ● <i>A résumé is transferable because it is based on skills.</i> ● <i>First impressions matter.</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● <i>Matching unique skill/action words to each situation.</i> ● <i>Creating a list of accomplishments related to the job field.</i> ● <i>Fielding common interview questions.</i> ● <i>Identifying appropriate interview attire.</i>

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
TMA	<ul style="list-style-type: none"> • New Milford High School Rubrics Test and Quizzes 	<p>PERFORMANCE TASK(S):</p> <p>Every unit students will be asked to create a poster, print ad or other graphic design project that successfully demonstrates an element of art or principle of design. This task will assess students on their ability to apply the information taught in the transfer, meaning and acquisition part of this template. After completing this task, students will then complete a self assessment as well as a peer assessment using the DIAJ technique. A specific task sheet for this project as well as a rubric will be added during the 2018-19 school year.</p> <ul style="list-style-type: none"> • Create a <i>résumé</i> that successfully demonstrates the <i>job skills learned in this course, during the students' time at NMHS, sports and other accomplishments.</i> • Participate in the class critique and demonstrate the DIAJ technique. • Students will complete the tasks in the “other evidence” section below in preparation for their performance tasks in this section.
		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Students will interview each other posing as prospective employers. • Students will dress appropriately for these interviews. • Students will learn how to read and express body language. • Students create a list of skills and accomplishments.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> • Students fill out a sheet about whether they have a job, if they needed a resume to get that job, and what is the purpose of a resume. • Students will create thumbnail sketches for their <i>résumé</i> layout. 	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> • Matching unique skill/action words to each situation. • Creating a list of accomplishments related to the job field. • Fielding common interview questions. • Identifying appropriate interview attire. • Navigating Naviance. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Specific rubrics will be added during the 2018-19 school year. • Class critiques. • Have students interview one another with a list of pre-made questions.

Unit # 9 Branding & Self Promotion

A. Daley

Pacing: 4-5 weeks 10-13 block classes

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>
<p>ISTE 1: Empowered Learner Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p>	<p><i>Students will be able to independently use their learning to...</i> Connecticut Arts Curriculum Framework: Program Goals: 7:Develop sufficient mastery of graphic design to continue lifelong involvement in that art form—as responders, educated consumers and/or as creators. 4:Understand and use the materials, techniques, forms (structures, styles, genres), language,</p>

<p>ISTE 3: Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <p>ISTE 6: Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>notation (written symbol system) and literature/repertoire of each art form.</p> <p>8:Develop sufficient mastery of graphic design to be able to pursue further study, if they choose, in preparation for a career.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • A company name and brand name are not always the same thing. • A company's actions, or the actions of it's employees can have an effect on the public image of that brand, and therefore the sales of that product. • You are your brand. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What is the difference between a company and a brand? • Does a company's image effect whether or not people buy that product? • How can you develop your personal brand?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • <i>A company creates products.</i> • <i>A brand is the image a company applies to its products.</i> • <i>Companies build different factors into their corporate image and their brand images.</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Distinguishing companies vs. brands. • Creating a personal brand. • Craftsmanship - Measuring, aligning, cutting, taping & gluing 	

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
TMA	<ul style="list-style-type: none"> ● Specific rubrics will be added during the 2018-19 school year. 	<p>PERFORMANCE TASK(S):</p> <p>Every unit students will be asked to create a poster, print ad or other graphic design project that successfully demonstrates an element of art or principle of design. This task will assess students on their ability to apply the information taught in the transfer, meaning and acquisition part of this template. After completing this task, students will then complete a self assessment as well as a peer assessment using the DIAJ technique. A specific task sheet for this project as well as a rubric will be added during the 2018-19 school year.</p> <ul style="list-style-type: none"> ● Create a graphic design project or portfolio that successfully demonstrates branding, self promotion and fine craftsmanship. ● Participate in the class critique and demonstrate the DAIJ technique. ● Students will complete the tasks in the “other evidence” section below in preparation for their performance tasks in this section.
		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Students will create a personal logo. ● Students will create their own business cards. ● Students will bring in real world samples of self promotion / promotional products to share and discuss with the class.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
TMA	<ul style="list-style-type: none"> ● Participate in a class discussion/activity to separate brands and companies into categories. Do any qualify as both? ● Students will create thumbnail sketches for self promotion items. ● Students will create thumbnail sketches for their personal logos. 	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> ● Creating a personal brand. ● Craftsmanship - Measuring, aligning, cutting, taping & gluing ● A company creates products. ● A brand is the image a company applies to its products. ● Companies build different factors into their corporate image and their brand images. ● A company's actions, or the actions of it's employees can have an effect on the public image of that brand, and therefore the sales of that product. ● You are your brand. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> ● Specific rubrics will be added during the 2018-19 school year. ● Class critiques ● Find a physical example or online example of self promotion. ● Find examples of successful branding to share with the class.