

Stage 1 Desired Results

ESTABLISHED GOALS		
<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	
	<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"> • 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. </td> <td style="width: 50%; vertical-align: top;"> <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? </td> </tr> </table>	<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>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</p> <p>ISTE 2: Digital Citizen</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p><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 style="text-align: center;"><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 style="text-align: center;"><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.	
	<p>Summary of Key Learning Events and Instruction</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● 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.	<p>Progress Monitoring</p> <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	
	<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?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● <i>How to create style sheets.</i> ● <i>How to use style sheets.</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Creating & using style sheets. ● Creating multi-page layout designs. 	

	<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"> ● 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.

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. 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.