

Montague Township School

Curriculum Guide

Digital Art- STEM Course

(Middle School: Mixed Grade Levels)

Course Description: Digital Art is a choice Middle School elective designed to introduce STEM students to the computer as a medium for creating art. Students will work with a variety of contemporary peripheral devices. Students will develop a working proficiency in the language of advertising and design. This course has been designed to address visual problem solving through contemporary graphic design for the twenty-first century and its relationship to traditional graphic design methodology and history via hands-on exploration of visual ideas and solutions. It will incorporate group learning, authentic assessment methods, and the use of technology as a means of learning throughout the course. Real world, visual problem solving will be an important part of the Digital Art curriculum. The computer and its inherent peripherals will be used in the final production of all projects.

Rationale: This trimester course will provide students with multiple opportunities to expand their critical thinking and problem solving abilities. The course will also introduce new subject matters and possible future careers in the various fields of graphic design. The course incorporates basic design concepts into an artistic medium. This course is aligned with the New Jersey Student Learning Standards for Science, New Jersey Career Readiness, Life Literacies, and Key Skills and the New Jersey Student Learning Standards for Technological Literacy (NJSLs for Technological Literacy).

Format/Mapping/Sequence: The format in which the curriculum is written follows the parameters of Understanding by Design. Each course curriculum document is written as a series of units containing established goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. In addition, each document stipulates resources, required tasks, and assessments. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands. As well, the order of the units is a suggestion and a teacher may introduce the units as he/she feels best meets the needs of the class, keeping in mind the scaffolding of skill development suggested.

Pacing: Digital Art is a choice elective course that meets every other day over the course of a trimester, 40-minutes per session, and is currently open to students in grades 5-8. There are 2 student-centered units, each designated to focus on a specific program or skill. Each of the units provides a suggested time frame, taking into consideration the time needed to differentiate for a variety of learners.

Resources: In each unit, both electronic and print resources are provided. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. A valuable site that should be referenced in planning <https://www.nj.gov/education/standards/>

Student Outcomes: (Link to New Jersey Student Learning Standards)

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

The student will:

1. demonstrate basic principles of graphic design.
2. apply the basic principles of art in graphic design.
3. demonstrate and utilize the *Adobe Creative Suite*.
4. recognize color applications used in the *Adobe Creative Suite*.
5. incorporate and use technology and various peripherals.
6. understand the use of typography.
7. recognize and incorporate various fonts using the *Adobe Creative Suite*.
8. understand and use a scanner and digital camera.
9. understand the elements of design in digital photography.
10. learn production procedures used in digital photography.
11. become skilled at using filter effects in *Adobe Photoshop CS*.
12. learn about layers and their effects in the *Adobe Creative Suite*.
13. understand logo design.
14. demonstrate how to assemble a layout using the *Adobe Creative Suite*.
15. learn basic animation techniques.
16. learn how to create a basic character for animation.
17. use freeform modeling techniques.
18. learn how to produce textures and edit them in the computer environment.
19. show an understanding of photo retouching techniques.
20. recognize and use the *Adobe Creative Suite's* offering of tools and effects.
21. understand the creative process.
22. understand various mass media of design: e.g., posters, magazines, etc.
23. identify and compare the principles and elements of design in advertising.
24. understand the principles used to create a successful advertising campaign.
25. develop a simple creative brief.
26. organize finished pieces for presentation in a digital portfolio.
27. learn to prepare a resume for a career in graphic design.

Link to NJSLs:

English Language Arts

Mathematics

Science

Computer Science and Design Thinking

Career Readiness, Life Literacies, and Key Skills

Interdisciplinary Connections

Social Studies:

Use a variety of sources to analyze and explain events as related to class discussions, readings and research papers.

Analyze the extent to which specific time periods affect and influence culture, society, and civilizations as it pertains to specific novels, texts, and writing assignments.

Current events

Visual and Performing Arts

Create projects that include well-structured plots and subplots, clear thematic intent, original characters, and elements appropriate to a variety of genres.

English Language Arts

Critique writing, Open ended writing responses, Current art events, Guest speakers
Career options are discussed as they arise throughout the course

Technology

Students learn how to research, acquire, and present information using acceptable and appropriate internet etiquette standards when using a variety of websites, databases, Google apps and extension for various writing, research, and multimedia presentations.

Career Ready Practices

Communicate effectively and effectively and with reason

Apply appropriate academic and technical skills

Demonstrate creativity and innovation

Use technology to enhance productivity

Work productively in teams while using cultural global competence

Employ valid and reliable research strategies

Applicable career skills will be the focus within each unit and students will apply these skills in their class discussions, readings, research and presentations.

Career options are discussed as they arise throughout the course

Essential Questions and Content

Overarching Essential Questions:

1. How do artists use the language of art in communication?
2. Why and how do artists apply the elements of art and principles of design in works of art?
3. Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?
4. How does art impact the world and the world impact art?
5. How is art analyzed and understood?
6. How does the art of graphic design communicate ideas to the world?

Enduring Understandings:

1. Art is a universal language that encompasses all forms of communication to express a variety of viewpoints, ideas, and feelings.
2. Artists use a variety of problem solving and decision making skills to apply the elements of art, principles of design, and sensory and expressive features in work of art.
3. Artists' experiences with materials, tools, techniques, processes, and technology in combination with concepts and themes result in well-crafted works of art.
4. Art allows the world to see personal experiences, new perspectives, and shapes, criticizes, and reflects on society.
5. Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect One's own expression and those of others.
6. Graphic Design focuses on visual communication and presentation using typography, visual art, and layout techniques to capture the eye of a broad and expansive audience.

Digital Art
Objectives 1-13 (13 weeks)

PROFICIENCIES / CONTENT OUTLINE BY WEEK	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER'S NOTES
The student will:		Students will:		
1. demonstrate basic principles of graphic design.	1.2.12.A.1 1.2.12.A.2 1.4.12.A.2 8.1.12.B.1 CRP 2 CRP 6 CRP 8	-design a simple poster layout. -introduce a simple color enhancement using the Adobe Creative Suite. -explain how the use of this color enhancement adds to the overall concept of the poster.	-Teacher observation -Student class participation	<i>Photopea</i> OR <i>Adobe Creative Suite: Photoshop, InDesign</i> <i>Duotone Image</i>
2. apply the basic principles of art in graphic design.	1.1.12.D.2 8.1.12.A.2 CRP 2 CRP 6 CRP 8	-create a movie poster that utilizes emphasis, movement, & balance. -dissect one contemporary and one classic movie poster as a means of both historical comparison and a demonstration of correct design hierarchy as it pertains to the principles of art.	-Teacher observation -Student class participation	<i>Photopea</i> OR <i>Adobe Creative Suite: Photoshop, InDesign</i> <i>Saul Bass' movie poster design</i>
3. demonstrate and utilize the Adobe Creative Suite.	1.2.12.A.1 1.1.12.D.2 1.3.12.D.3 8.1.12.A.2 CRP 2 CRP 6 CRP 8	-create an ad using the <i>Adobe Creative Suite</i> . -discuss proper design terminology in order to critique the ad. -critique the ad.	-Teacher observation -Student class participation	<i>Photopea</i> OR <i>Adobe Creative Suite: Photoshop, InDesign</i>
4. recognize color applications used in the Adobe Creative Suite.	1.2.12.A.1 1.1.12.D.2 1.3.12.D.3 8.1.12.A.2 8.1.12.B.1 CRP 2 CRP 6 CRP 8	-create a four color digital illustration by copying the work of a master artist taken from art	-Teacher observation -Student class participation and critique	<i>Photopea</i> OR <i>Adobe Creative Suite: Photoshop</i>

		history.		
5. incorporate and use technology and various peripherals.	1.2.12.A.1 1.3.12.D.3 8.1.12.A.2 CRP 2 CRP 6 CRP 8	-design a simple book cover incorporating a scanned texture. -discuss the application and the reason for its applied use. -critique the work utilizing proper design terminology. -discuss the efficacy of students' design solution.	-Teacher observation -Class presentation & critique	<i>Photopea</i> OR <i>Adobe Creative Suite: Photoshop, Illustrator</i>
6. understand the use of Typography.	1.2.12.A.1 1.1.12.D.1 1.1.12.D.2 8.1.12.A.2 CRP 2 CRP 6 CRP 8	-design a poster solely using type. -discuss typography's history. -demonstrate point size, leading, and kerning using various type specimens.	-Teacher observation -Student self assessment	<i>Photopea</i> OR <i>Adobe Creative Suite: InDesign, Illustrator</i>
7. recognize and incorporate various fonts using the Adobe Creative Suite.	1.2.12.A.1 1.1.12.D.2 8.1.12.A.2 CRP 2 CRP 6 CRP 8	-design a package design to be made into a three-dimensional product. -create an ad to accompany the package design. -present the finished package design to the class. -poll the class to establish the effectiveness of the presentation.	-Teacher observation -Class presentation and critique	<i>Photopea</i> OR <i>Adobe Creative Suite: Illustrator, InDesign, Photoshop</i> <i>Reverse Tuck Box Templates</i>
8. become skilled at using filter effects in Adobe Photoshop CS.	1.1.12.D.2 1.3.12.D.1 8.1.12.A.2 CRP 2 CRP 6 CRP 8	-add filter effects to a scanned image; discuss the applied effects in a critique. -consider revisions offered in a critique.	-Teacher observation -Class presentation and critique	<i>Photopea</i> OR <i>Adobe Creative Suite: Photoshop</i>

9. learn about layers and their effects in the Adobe Creative Suite.	1.4.12.A.1 1.3.12.D.1 8.1.12.A.2 CRP 2 CRP 6 CRP 8	-design an ad for a small business adding layer effects in the background and foreground. -show finished ad to class for critique and discussion.	-Teacher observation -Class presentation and critique	Photopea OR <i>Adobe Creative Suite: Photoshop</i>
10. understand logo design.	1.2.12.A.1 8.1.12.A.2 CRP 2 CRP 6 CRP 8	-design a logo for a fictitious company. -design collateral (letterhead, business card, envelope, mailing label, postcard) that incorporates the logo design. -learn the importance of corporate brand management as it pertains to corporate identity systems.	-Teacher observation -Class presentation and critique	Photopea OR <i>Adobe Creative Suite: Illustrator</i> <i>Sketching: thumbnails, tight sketches</i> <i>The Cooper-Hewitt, National Design Museum</i>
11. demonstrate how to assemble a layout using the Adobe Creative Suite.	1.1.12.D.2 1.3.12.D.3 8.1.12.A.2 CRP 2 CRP 6 CRP 8	-layout a multipage brochure design. -design a high-end marketing advertisement.	-Teacher observation -Student self assessment	Photopea OR <i>Adobe Creative Suite: InDesign</i> <i>New York Times Magazine</i>
12. learn basic animation techniques.	1.1.12.D.1 1.1.12.D.2 8.1.12.A.2 CRP 2 CRP 6 CRP 8	-produce an animation of a figure using appropriate software. -create an animation emphasizing a simple common object. -explain and present to the class the creative process used to complete the animation.	-Teacher observation -Class presentation and critique	Photopea OR <i>Adobe Creative Suite: Photoshop, Flash</i> <i>Digital Camera</i> <i>iMovie</i>
13. learn how to create a basic character for	1.4.12.B.1 1.1.12.D.2 8.1.12.A.2 CRP 2	-produce an animation of a figure using	-Teacher observation -Class	Photopea OR <i>Adobe Creative Suite: Photoshop,</i>

animation.	CRP 6 CRP 8	appropriate software. -create an animation emphasizing a simple/complex character. -explain and present to the class the creative process used to complete the animation.	presentation and critique	<i>Flash, Illustrator</i> <i>iMovie</i>
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Strategies

Student projects

Group discussion

Team/group work

Individual conferencing

Scaffolding of work

Peer to Peer Leaders/Support

Evaluation:

Forms of Assessment: This course will utilize formative, summative, alternative and benchmark assessments.

Projects: 50% : This grading component includes in-class projects that direct the students attention to major objectives of the unit. These projects are often focused on group planning, problem solving issues, addressing and reacting to artificial limitations and criteria, and creating a product that reflects a solution to the problem.

Classwork/HW: 25% : This grading component assesses the students ability to complete daily tasks within the classroom that addresses basic skills necessary for complete understanding of the units.

Students use homework for elaboration of in-class techniques and themes in order to better prepare them for future projects and assignments.

Assessment/Quiz: - 25% This grading component assesses student understanding of in-class subjects and lessons. Assessments can range from mini-projects and challenges to presentations, google forms, or graded exit tickets

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Appendix

Standards in Action

Montague Township School District believes in offering an interdisciplinary approach to teaching and learning because students are able to make connections and relationships by bringing together separate content disciplines, skills and knowledge around common themes, issues, or problems. The NJ Department of Education mandates the following be identified as areas of study beneficial to integration into all grade levels and content areas.

Please click the hyperlink for further information on each area:

[Career Readiness, Life Literacies, and Key Skills](#)

[Climate Change Education](#)

[Contributions of Disabled and LGBT Individuals](#)

[Holocaust Education](#)

[Amistad Commission](#)

[Social and Emotional Learning](#)

[Diversity, Equity and Inclusion](#)

[Asian American Pacific Islander](#)

Types of Assessments

Students will be assessed across the units and year in a variety of ways. The link below indicates resources for developing assessments and general examples of assessments that teachers may utilize across all of the content areas.

[Formative, Summative, Alternative, and Benchmark Assessments](#)

Accommodations & Modifications for Special Education, ELL, G&T, 504 Plans and At Risk:

[Modifications and Accommodations](#)