COLUMBUS CITY SCHOOLS
VISUAL ART COMPUTER GRAPHICS
SCOPE AND SEQUENCE/TIMELINE

GRADING PERIOD 1						
Week	**Suggested Unit/Theme**	**Suggested Activities**	**Standards/Benchmarks/CLIs**	**Textbook**	**ENCLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS**	**SOCIAL STUDIES STANDARDS/ BENCHMARKS**
1	**Introduction Expectations Terminology**	*Computer hardware terms; Introduction to PCs and Macs; "Why won't my computer work?"* *Equipment problem- solving; Demonstration for physically assembling a computer;* *Portfolio expectations and presentations; Description of expected narratives and critical writing*	**Creative Expression and Communication.** A. Demonstrate mastery of technology, computer platforms, graphic concepts, global technology, graphic software and personal concentration when creating original artworks. ____ CLI 1: Creates original digital art with graphic emphasis that shows the development of a personal style. ____ CLI 2: Demonstrates different methods of storing information while working independently. ____ CLI 3: Describes the components of software needed, and the internal software tools and concepts needed to create digital art for specific destinations i.e., web, print, television, art, etc. ____ CLI 4: Demonstrates the use of different computer platforms, how to assemble computers from the box and install the necessary software; basic troubleshooting, and system components (USB, fire wire, internet and Ethernet port); peripherals; flash drives, printers, USB cords, cameras, drawing tablets, and scanner installation.	Adobe Online Student Guide	**Acquisition of Vocabulary** A: Use Context clues and text structures to determine the meaning of new vocabulary,	
2	**Photoshop Drills**	*Open documents; jpg vs psd files; Saving requirements, Where to save;*	**Historical, Cultural and Social Contexts.** A. Explain how and why digital and computer art develop in the contexts (e.g. cultural, social,			

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2		*Ffile creation on PC vs Mac; Create new document; Becoming familiar with the Photoshop desktop by drilling desktop panels and names:* • *Paint tool* • *Color chip/palette* • *Paint bucket tool* • *8x10* • *300 dpi* • *Edit/edit undo;* *Print names using the paintbrush;* *Cursive writing;* *Draw simple structures.*	historical and political) in which they were made. ____ CLI 1: Explain how art, artists and digital graphic designers contribute to our understanding of digital art. ____ CLI 2: Make a digital presentation, using words and images, to show how digital art affects changes in styles, trends, content, society and personal expression over time.		**Research** A: Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. **Acquisition of Vocabulary** F. Use simple resources to enhance comprehension of vocabulary	**People in Societies** A: Analyze the influence of different cultural perspectives on the actions of groups.
3	**Photoshop Drills Elements of Design**	*Open, save, save as, close, re-open; raster vs. vector graphics;* *Document, menu bar, tool box, action bar; (tools) paint brush with action bar, eraser and eraser as drawing tool, move tool, edit transform;* *Incorporate art styles; cultural, social historical or periods to Create first 8x10 art document.* *Five elements of design: line, shape, value, color, texture;*	**Historical, Cultural and Social Contexts** C. Explain ways in which selected, contemporary digital art relate to the themes, issues and events of their contexts. ____ CLI 8: Compares the artistic styles and subject matter in digital art work by contemporary artists of different cultures in the digital arts. D. Selects a culture and creates an original work of digital art that demonstrates understanding of the historical, social or political issues of the culture. ____ CLI 10: Describes various sources (e.g. personal experience, imagination, interests, everyday events, information needs and social issues) digital artists use to generate ideas for artworks. **Creative Expression and Communication** A. Demonstrate mastery of technology, computer platforms, graphic concepts, global technology, graphic software and the ability to work		**Research** C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. **Acquisition of Vocabulary** F. Use simple resources to enhance comprehension of vocabulary	**People in Societies** A. Analyze the influence of different cultural perspectives on the actions of groups.

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3	**Photoshop Drills Elements of Design**	*Create an abstract expressionist work of art; a minimalist work of art;* *Students will use books and or Internet to research styles/periods;* *Critique/revise*	independently on a long term digital art work. _____ CLI 1: Creates original digital art with graphic emphasis that shows the development of a personal style. _____ CLI 2: Demonstrates different methods of storing information while working independently. E. Understand the basic elements of design and design principles as related to digital art. _____ CLI 14: Utilizes the basic elements of design and design principles in all digital works of art. **Analyzing and Responding** A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of digital art utilizing the terminology specific to art; elements of design, design principles, visual literacy. _____ CLI 3: Applies design elements, and design principles to deliver meaning in digital art.			
4	**Photoshop Exercises**	*Capturing an image; saving to files; opening and pasting captures to new documents:* *edit copy, edit paste, marquee "marching ants" tool;* *menu bar;* *select/de-select;* *Review principles of design;* *Create a digital collage of similar styles of art or period using edit-copy and edit-paste*	**Historical, Cultural and Social Contexts** C. Explain ways in which selected, contemporary digital art relate to the themes, issues and events of their contexts. _____ CLI 7: Investigates the recurrence of a particular style or technique (e.g., pointillism and realism) in a contemporary art movement and understand how styles can be used to influence an audience through digital art and communication. **Creative Expression and Communication** A. Demonstrate mastery of technology, computer platforms, graphic concepts, global technology, graphic software and the ability to work independently on a long term digital art work. _____ CLI 2: Demonstrates different methods of storing information while working			

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4	**Photoshop Exercises**		independently. **Connections, Relationships and Applications** B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines. ____ CLI 3: Compares the media, materials and processes (e.g., perceiving, responding, creating and communicating) used in digital art with those used in other arts disciplines.			
5	**Photoshop Exercises**	*Layers, safe copy, background copy, moving layers;* *Lasso tools in combination with pixel feathering/action bar;* *Create cohesive image from captured images that have thematic relationship;* *Seamless imagery; use image from a period of historical importance (student choice)*	**Creative Expression and Communication** A. Demonstrate mastery of technology, computer platforms, graphic concepts, global technology, graphic software and personal concentration when creating original artworks. ____ CLI 1: Creates original digital art with graphic emphasis that shows the development of a personal style. ____ CLI 2: Demonstrates different methods of storing information while working independently.			
6-7	**New Tools, Art History, Criticism**	*Direct Selection Arrow/Selection Arrow; Magic Wand; eyedropper;* *Select two historical images online to blend using cut and paste, lasso tool, and magic wand to select like areas;* *Blend image so that two become one.* *re-size;*	**Creative Expression and Communication** A. Demonstrate mastery of technology, computer platforms, graphic concepts, global technology, graphic software and the ability to work independently on a long term digital art work ____ CLI 1: Creates original digital art with graphic emphasis that shows the development of a personal style. **Valuing the Arts/Aesthetic Reflection** A. Communicate how aesthetic points of view contribute to the ideas, emotions and overall impact of personal digital art and the digital works of others. ____ CLI 1: Articulates how individual beliefs,		**Writing Applications** C: Produce letters (e.g. business, letters to the editor,	**History** F: Identify major historical patterns in the domestic affairs of the

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		gradient tool; *type tool;* *move tool;* *type on different layers;* *Introduce sub layers, layers palette, shadowing text, overlays* *Tool quiz* *Pre-test* *Business cards*	cultural traditions and current social contexts influence response to the meanings in works of digital art. B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in digital art and develop a personal point of view. ____ CLI 4: Justifies the merits of selected digital art using theories that may be different from their own conceptions of digital art.		job applications) that follow the conventional style appropriate to the text, include appropriate details and exclude extraneous details and inconsistencies.	United States during the 20th century and explain their significance.
8	**New Tools; Symbolism and Culture**	*Shape tool: use the elements and principles of design and all tools used to date to create an 8x10 artwork based on symbolism and metaphors. Include cultural influences from a geographic location. Include reference materials that are different from students' standard conceptions of art.*	**Valuing the Arts/Aesthetic Reflection** A. Communicate how aesthetic points of view contribute to the ideas, emotions and overall impact of personal digital art and the digital works of others. ____ CLI 1: Articulates how individual beliefs, cultural traditions and current social contexts influence response to the meanings in works of digital art. ____ CLI 2: Formulates generalizations about the value of digital art from their experiences making and responding to digital art.			
9	**Portfolios**	*Portfolio assembly for first 9 weeks with descriptors;* *May use any additive format: binder, PowerPoint, online book publishing;* *Students print color images of all work with accompanying descriptors and details of projects, thoughts,*	**Analyzing and Responding** A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of digital art utilizing the terminology specific to art; elements of design, design principles, visual literacy. ____ CLI 2: Applies methods of art criticism in writing and speaking about digital works of art. C. Critique their own digital art works, the digital art works of peers and other artists on the basis of the form, the technical and expressive aspects in the art.			

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9	**Portfolios**	*process and tools used;* *Mounting and matting techniques;* *Preparation for display;* *sustained lab week with self-assessment and critiques in portfolio review*	____ CLI 6: Develops and uses criteria to select works for their digital portfolios that reflect artistic growth and achievement.			

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10	**Presentations Portfolio Reviews Critiques Revisions**	*Discuss how art and technology skills are related to the real world of art; to post-secondary applications; and for continued personal fulfillment.* *Review digital samples of work and portfolios; provide peer review*	**Creative Expression and Communication** C. Engage in ongoing assessment to revise and improve artworks and to produce a digital art portfolio of works either through digital (self publishing online or physical means (print and binder). ____ CLI 10: Uses criteria/rubrics to revise digital works-in-progress and describe changes made and what was learned in the process. ____ CLI 11: Reviews, individually and by group, digital art.	Peer Review forms Adobe Student Guide	**Communications Oral and Visual** D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.	**Social Studies Skills and Methods** A. Evaluate the reliability and credibility of sources.
11	**Skill Building "WYSIWYG"**	*Color input and output; Monitor calibration; monitor color; clone tool; North American prepress 2 color setting/CMYK; layer opacity settings; layer adjustments;* *WYSIWYG: (what you see is what you get) References color monitoring but can be used for the theme of a project to create an artwork that tricks the eye, using cloning, layers and opacities*	**Creative Expression and Communication** D. Understand print production/color monitoring and output devices for digital imagery. ____ CLI 12: Creates color corrected copies from multiple resources for portfolio and presentation. ____ CLI 13: Creates mounted and matted digital art for specific audiences.			
12	**Typography as Art**	*Horizontal vs. Vertical; document orientation; elements and principles of design; color theory;*	**Creative Expression and Communication** A. Demonstrate mastery of technology, computer platforms, graphic concepts, global technology, graphic software and the ability to work			

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12	**Typography as Art**	*gradient tool;* *Typography terms; anatomy of letters;, kerning; leading; spacing;* *History of typography; styles and families of type;* *Create word art or word alliterations*	independently on a long term digital art work. ____ CLI 1: Creates original digital art with graphic emphasis that shows the development of a personal style. B. Create expressive digital art that demonstrate a sense of purpose and an understanding of the relationships among technology, techniques and subject matter purpose and intent. ____ CLI 8: Traces the origin of symbolism, imagery and metaphor in digital art and demonstrates the use of these visual devises in their digital art. C. Engage in ongoing assessment to revise and improve digital art and to produce a digital art portfolio of works either through digital (self-publishing online or physical means (print and binder). ____ CLI 10: Uses criteria/rubrics to revise digital works-in-progress and describe changes made and what was learned in the process. **Connections, Relationships and Applications** A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism, postmodernism) on the development of digital art. ____ CLI 1: Identifies the philosophical beliefs, social systems, movements and digital and technology developments that influence the function and role of digital art and computer graphics in people's lives.		**Writing Conventions:** **C:** Demonstrate understanding of the grammatical conventions of the English Language.	
13	**Typography as Art**	*The importance of the font; readability; Artistic applications of type;* *Commercial and practical applications of typeface;* *Paragraph format*	**Creative Expression and Communication** B. Creates expressive digital art that demonstrate a sense of purpose and an understanding of the relationships among technology, techniques and subject matter purpose and intent. ____ CLI 7: Evaluates choices of digital design elements in terms of how those choices affect			

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13	**Typography as Art**	*menu; open face fonts, and importance of size ratio versus transform tool for type;* *Emphasis on type families and fonts; the historical importance of the faces; choosing a font to infer feeling and meaning;* *The origin of the letters and symbols inherent in the font family;* *Discuss the intent of the digital artist; Create a digital artwork based on students' names*	the subject matter of the digital work. _____ CLI 8: Traces the origin of symbolism, imagery and metaphor in digital art and demonstrates the use of these visual devises in their digital art. _____ CLI 9: Discusses the artist's purpose and intent of specific digital art and the success of its design.		**Research** A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research.	
14	**One Point/Two Point Perspective, Problem Solving**	*Think and work dimensionally; understand perspective and scale; use the selection tool to create planes and the transform tool to scale, skew, put in perspective and add dimension;* *Use rulers, guides and ration; ruler tool;* *Research typography times, periods, styles, structural features, terminology.* *Create a digital artwork based on font style. Review and revise work with suggestions*	**Historical, Cultural and Social Contexts** A. Explain how and why digital and computer art develop in the contexts (e.g. cultural, social, historical and political) in which they were made. _____ CLI 1: Explains how art, artists and digital graphic designers contribute to our understanding of digital art. **Creative Expression and Communication** A. Demonstrate mastery of technology, computer platforms, graphic concepts, global technology, graphic software and the ability to work independently on a long term digital art work. _____ CLI 1: Creates original digital art with graphic emphasis that shows the development of a personal style. C. Engage in ongoing assessment to revise and improve digital art and to produce a digital art portfolio of works either through digital (self-			

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14	One Point/Two Point Perspective, Problem Solving	*from instructor or peer or self, follow rubric guidelines*	publishing online or physical means (print and binder). ____ CLI 10: Uses criteria/rubrics to revise digital works-in-progress and describe changes made and what was learned in the process. ____ CLI 11: Reviews, individually and by group, digital art. **Connections, Relationships and Applications** B. Formulate and solve a digital art problem using strategies and perspectives from other disciplines. ____ CLI 4: Explains commonalities between digital art and other disciplines and how technology can be used to share and create.			
15	Perspective Problem Solving Continued	*Research architectural history, image collection; review and response to architectural styles, period influences, and personal choices; Write a critique of one formal architectural style from early Greek period; Apply research findings results to digital art; Provide criteria for design choices for architectural house; Create a house/structure using local or global architectural styles of a region or period; the house must be proportional and*	**Analyzing and Responding** A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of digital art utilizing the terminology specific to art; elements of design, design principles, visual literacy. ____ CLI 1: Analyzes the way media, technique, compositional elements and subject matter work together to create meaning in selected digital art. ____ CLI 2: Applies methods of art criticism in writing and speaking about digital works of art. ____ CLI 3: Applies design elements, and design principles to deliver meaning in digital art. ____ CLI 4: Applies results of research to digital art. **Valuing the Arts/Aesthetic Reflection** B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in digital art and develop a personal point of view. ____ CLI 4: Justifies the merits of specific works of digital art using theories that may be different from their own conceptions of			**Geography** A. Analyze the cultural, physical, economic systems and political characteristics that define

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15	**Perspective Problem Solving Continued**	*scaled; in one- or two-point perspective*	digital art. C. Judge the merit of selected digital art and provides the aesthetic basis for their positions. ____ CLI 5: Develops and applies criteria that addresses the aesthetic characteristics in digital art (e.g., expressive or contextual).			regions and describe reasons that regions change over time. **People in Societies** A. Analyze the influence of different cultural perspectives on the actions of groups.
16	**Perspective in Graphic Design and Advertising**	*Branding; placing imported images; use scanners to import images and real object images; Package design: create dimensional product; add graphics, logos, branding; select and research a design period or year of origin*	**Historical, Cultural and Social Contexts** A. Explain how and why digital and computer art develop in the contexts (e.g cultural, social, historical and political) in which they were made. ____ CLI 1: Explains how art, artists and digital graphic designers contribute to our understanding of digital art. **Creative Expression and Communication** A. Demonstrate mastery of technology, computer platforms, graphic concepts, global technology, graphic software and the ability to work independently on a long term digital art work. ____ CLI 5: Use Scanners for analog to digital image conversion. ____ CLI 6: Utilize scanners as source for creative expression. B. Create expressive digital art that demonstrate a sense of purpose and an understanding of the relationships among technology, techniques and subject matter purpose and intent. ____ CLI 7: Evaluates choices of digital design elements in terms of how those choices affect the subject matter of the digital work. **Analyzing and Responding** B. Explain how form, subject matter and context contribute to meaning in digital works of art.		**Writing Applications** D. Use documented textual evidence to justify interpretations of literature or to support a research topic. **Informational, Technical & Persuasive Text** D. Explain and	**Economics** A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them and who will consume them.

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16	**Perspective in Graphic Design and Advertising**		____ CLI 5: Describes how the structure and composition of digital art relates to its purpose in print, on web, in product development and other graphic media. **Connections, Relationships and Applications** C. List and explain the components necessary for lifelong involvement in the digital arts. ____ CLI 8: Creates a presentation involving technology for other disciplines/events/purpose that utilizes computer graphics, digital art and technology.		analyze how an author appeals to an audience and develops an argument or viewpoint in text. **Writing Applications** E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.	
17	**Is that Me?**	*Use cameras; import from secondary device; scan images and objects; use the scanner as an artistic tool;* *apply filters;* *Use of art history to create artistic self-portraits and art;* *Create a series of images that use masked areas and filters to create separate and specific artistic portraits; scanners may be used for analog/digital*	**Analyzing and Responding** A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of digital art utilizing the terminology specific to art; elements of design, design principles, visual literacy. ____ CLI 1: Analyzes the way media, technique, compositional elements and subject matter work together to create meaning in selected digital art . ____ CLI 2: Applies methods of art criticism in writing and speaking about digital works of art. ____ CLI 3: Applies design elements, and design principles to deliver meaning in digital art.			**People in Societies** C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.
18	**Portfolio Preparation**	*Finish portraits; mount and mat artwork for physical presentation of the best*	**Analyzing and Responding** D. Understand and utilize themes within period styles and how to use them to create new digital			

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18	**Portfolio Preparation**	*of the nine weeks or series of self-portraits;* *Presentations, peer review, critiques, self-evaluation; discuss how emotions are affected though design and use of art principles; include why people value art and design for both commercial and personal uses*	artwork; be able to identify reasons for their choices. _____ CLI 8: Utilizes research of artistic styles from art periods in digital works of art and discusses reasons for their choices during critiques and in portfolio writings **Valuing the Arts/Aesthetic Reflection** A. Communicate how aesthetic points of view contribute to the ideas, emotions and overall impact of personal digital art and the digital works of others. _____ CLI 1: Articulates how individual beliefs, cultural traditions and current social contexts influence response to the meanings in works of digital art. _____ CLI 2: Formulates generalizations about the value of digital art from their experiences making and responding to digital art. _____ CLI 3: Develops aesthetic criteria for selecting a body of work for their portfolios that demonstrates accomplishment, knowledge and skill in the creation of digital art. B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in digital art and develop a personal point of view. _____ CLI 4: Justifies the merits of specific works of digital art using theories that may be different from their own conceptions of digital art. C. Judge the merit of selected digital art and provide the aesthetic basis for their positions. _____ CLI 5: Develops and applies criteria that addresses the aesthetic characteristics in digital art (e.g., expressive or contextual).		**Writing Processes** A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.	

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19	**First Semester Portfolio Presentations**	*Presentations of best of works and the methods used to create the art; Group critique; formal analyses of body of work; assessments;* *Students share techniques, discuss other disciplines and situations in which technology may be used, the changing nature of technology and software as it relates to the 21st century; understanding the financial implications of new technology for personal and commercial purposes;* *Introduce expectations for second semester and final sustained project which will begin week 33*	**Creative Expression and Communication** A. Demonstrate mastery of technology, computer platforms, graphic concepts, global technology, graphic software and the ability to work independently on a long-term digital artwork. _____ CLI 4: Demonstrates the use of different computer platforms, how to assemble computers from the box and install the necessary software; basic troubleshooting, and system components (USB, fire wire, internet and Ethernet port). Understand peripherals; flash drives, printers, USB cords, cameras, drawing tablets, and scanner installation. B. Creates expressive digital art that demonstrates a sense of purpose and understanding of the relationships among technology, techniques and subject matter purpose and intent. _____ CLI 9: Discusses the artist's purpose and intent of specific digital art and the success of its design. **Analyzing and Responding** A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of digital art utilizing the terminology specific to art; elements of design, design principles, visual literacy. _____ CLI 1: Analyzes the way media, technique, compositional elements and subject matter work together to create meaning in selected digital art . **Connections, Relationships and Applications** A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism, postmodernism) on the development of digital art. _____ CLI 1: Identifies the philosophical beliefs,		**Acquisition of Vocabulary** A. Use context clues and text structures to determine the meaning of new vocabulary	

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19	**First Semester Portfolio Presentations**		social systems, movements and digital and technology developments that influence the function and role of digital art and computer graphics in people's lives. C. List and explain the components necessary for lifelong involvement in the digital arts. ____ CLI 5: Researches and reports on careers in the digital arts and computer technologies and identify the experience, education and training needed for each one. ____ CLI 6: Investigates opportunities for lifelong involvement in the digital arts and arts-related careers. ____ CLI 7: Demonstrates how digital arts/computer graphics, technology is utilized throughout 21st century personal and society living. ____ CLI 8: Creates a presentation involving technology for other disciplines/ events/purpose that utilizes computer graphics, digital art and technology.		**Research** C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.	
20	**Introduction to Adobe Illustrator**	*Illustrator software applications and purpose; raster vs. vector graphics; opening and saving documents; importing and placing objects and images; terminology sizing documents; direct and select arrow; pencil, paintbrush, layers; build a working glossary of tools; keep in portfolio; draw simple structures with basic tools.*	**Creative Expression and Communication** B. Create expressive digital art that demonstrate a sense of purpose and an understanding of the relationships among technology, techniques and subject matter purpose and intent. ____ CLI 7: Evaluates choices of digital design elements in terms of how those choices affect the subject matter of the digital work.		**Acquisition of Vocabulary** F. Use multiple resources to enhance comprehension of vocabulary.	

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21	**Illustrator Skills**	*Understand different document types:* • *CMYK* • *Video* • *Web* • *Print;* *Use spray can, stroke, and color chip tools on RGB or CMYK documents;* *draw a simple house by hand, using mouse, or drawing tablet to understand tools;* *Critique each other's work to discuss tools and techniques;* *peer teaching*	**Valuing the Arts/Aesthetic Reflection** C. Judge the merit of selected digital art and provide the aesthetic basis for their positions. _____ CLI 5: Develops and applies criteria that addresses the aesthetic characteristics in digital art (e.g., expressive or contextual).			
22	**Illustrator Skills**	*Use the pen path tool, anchors, handles, re-shaping and use of direct selection arrow and selection arrow;* *Bend lines to convert to desired shapes;* *stroke and fill, understand scale;* *use of stroke or no stroke; opacity for desired effect;* *How those effects affect the artistic value and merits* *of the digital art;* *students defend artistic choices for* *their digital art;*	**Historical, Cultural and Social Contexts** C. Explain ways in which selected, contemporary digital art relate to the themes, issues and events of their contexts. _____ CLI 7: Investigates the recurrence of a particular style or technique (e.g., pointillism and realism) in a contemporary art movement and understand how styles can be used to influence an audience through digital art and communication. _____ CLI 8: Compares the artistic styles and subject matter in digital artwork by contemporary artists of different cultures in the digital arts. D. Select a culture or a historical period and create an original work of digital art that demonstrates understanding of the historical, social or political issues of the culture. _____ CLI 10: Describes various sources (e.g. personal experience, imagination, interests,			

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22	**Illustrator Skills**	*Compare digital artwork of contemporary digital artist with student work;* *Students describe and incorporate the sources of their design choices to generate ideas for digital art;* *Use the tools learned to date to draw a simple still life, (correct to shape) and create an Abstract Expressionist work*	everyday events, information needs and social issues) digital artists use to generate ideas for artworks. **Valuing the Arts/Aesthetic Reflection** A. Communicate how aesthetic points of view contribute to the ideas, emotions and overall impact of personal digital art and the digital works of others. _____ CLI 1: Articulates how individual beliefs, cultural traditions and current social contexts influence response to the meanings in works of digital art.			
23	**Typography, Graphic Cartoons and Pop Art**	*Type tool;* *typing on a path;* *6 tools to create type, freestanding, flow along an edge of an object, fill inside an object, flow vertically, horizontally, and outline paths;* *Study typography, graphic art and pop art that uses words, and placed and drawn images;* *Discuss the choices behind personal style and visual communication.*	**Historical, Cultural and Social Contexts** D. Select a culture and creates an original work of digital art that demonstrates understanding of the historical, social or political issues of the culture. _____ CLI 10: Describes various sources (e.g. personal experience, imagination, interests, everyday events, information needs and social issues) digital artists use to generate ideas for artworks. _____ CLI 11: Describes how visual design elements and symbols that are culturally specific are used to communicate meaning and expression in digital art.			
24	**Architectural Building Facades**	*Use the shapes, spiral, and warp tools, understanding the stacks under each tool and their attributes;* *Use architectural*	**Historical, Cultural and Social Contexts** A. Explain how and why digital and computer art develop in the contexts (e.g. cultural, social, historical and political) in which they were made. _____ CLI 1: Explains how art, artists and digital			

Week	Suggested Unit/Theme	Suggested Activities	Standards/Benchmarks/CLIs	Textbook	ENCLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
24	**Architectural Building Facades**	*styles, features and terminology to create columns and building fronts in Corinthian, Doric and Ionic styles; add features as applicable with tools learned thus far; Use the opacity tool; create background and foreground; Incorporate figure to ground relationships and elements/principles of design; Explain the design reasons for the three architectural orders*	graphic designers contribute to our understanding of digital art. ____ CLI 2: Makes a digital presentation, using words and images, to show how digital art affects changes in styles, trends, content, society and personal expression over time. B. Compare digital works of art in terms of the historical, cultural, social and political influences evident in the works. ____ CLI 6: Explains the circumstances and events that influence artists to create site-specific works (billboards, television, print, web graphics) created through computer and digital graphics. **Creative Expression and Communication** A. Demonstrate mastery of technology, computer platforms, graphic concepts, global technology, graphic software and the ability to work independently on a long term digital art work. ____ CLI 1: Creates original digital art with graphic emphasis that shows the development of a personal style.			
25	**Destination Mapping**	*Opening and placing images; acquiring, storing placing; use of rulers, proportion;* *Research a historical period and utilize artistic styles representative of the period and or culture to Create a map to a destination, e.g., a treasure hunt map or a map of a mall, fictional*	**Historical, Cultural and Social Contexts** A. Explain how and why digital and computer art develop in the contexts (e.g. cultural, social, historical and political) in which they were made. ____ CLI 4: Explains the impact that digital art, computer graphics, computer technology has in all cultures and the importance of understanding the visual cues used to produce art and information. ____ CLI 5: Explains how computer graphics influence digital art styles and how those styles can be used to create new digital art. **Connections, Relationships and Applications** A. Summarize and explain the impact of a historical			**Geography** A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.

Week	Suggested Unit/Theme	Suggested Activities	Standards/Benchmarks/CLIs	Textbook	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
25	**Destination Mapping**	*city in a historical period.;* *Use geographical markers, symbols, legends, etc.*	event or movement (e.g., realism, feminism, modernism, postmodernism) on the development of digital art. ____ CLI 1: Identifies the philosophical beliefs, social systems, movements and digital and technology developments that influence the function and role of digital art and computer graphics in people's lives. C. List and explain the components necessary for lifelong involvement in the digital arts. ____ CLI 8: Creates a presentation involving technology for other disciplines/events/ purpose that utilizes computer graphics, digital art and technology.			**Geography** B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.
26	**Japanese Block Prints**	*Gradients/mesh tool; stacking layers with symbols; and brushes;* *Create art that uses opacity, gradient fills; create a Japanese block print from the symbols tool and gradient/ mesh tool;* *Use the principle of form by modeling with the mesh tool; incorporate the cultural symbols of the style and period;* *Discuss how to transform a more "traditional" style of art media to digital media*	**Connections, Relationships and Applications** B. Formulate and solve a digital art problem using strategies and perspectives from other disciplines. ____ CLI 3: Compares the media, materials and processes (e.g., perceiving, responding, creating and communicating) used in digital art with those used in other arts disciplines. ____ CLI 4: Explains commonalities between digital art and other disciplines and how technology can be used to share and create. **Analyzing and Responding** A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of digital art utilizing the terminology specific to art; elements of design, design principles, visual literacy. ____ CLI 1: Analyzes the way media, technique, compositional elements and subject matter work together to create meaning in selected digital art.			
27	**Create a Graphics Business**	*Research hardware and software needed to begin an in home*	**Historical, Cultural and Social Contexts** B. Compare digital works of art in terms of the historical, cultural, social and political influences			

Week	Suggested Unit/Theme	Suggested Activities	Standards/Benchmarks/CLIs	Textbook	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
27	**Create a Graphics Business**	*graphics business. Present different types of graphic design services that could be offered to provide income. Identify entry-level businesses that utilize graphic design; determine fee structure to provide income. Class presentation along with advertising brochure, flier, business card, web home page, etc. Portfolio readied for 9 weeks evaluation with narratives; one/two best of art work mounted and matted with art narrative/criticism*	evident in the works. _____ CLI 6: Explains the circumstances and events that influence artists to create site-specific works (billboards, television, print, web graphics) created through computer and digital graphics. **Creative Expression and Communication** B. Create expressive digital art that demonstrate a sense of purpose and an understanding of the relationships among technology, techniques and subject matter purpose and intent. _____ CLI 9: Discusses the artist's purpose and intent of specific digital art and the success of its design. **Analyzing and Responding** C. Critique their own digital art works, the digital art works of peers and other artists on the basis of the form, the technical and expressive aspects in the art. _____ CLI 6: Develops and uses criteria to select works for their digital portfolios that reflect artistic growth and achievement. _____ CLI 7: Utilizes writing analyses to narrate the purpose of digital art. **Connections, Relationships and Applications** A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism, postmodernism) on the development of digital art. _____ CLI 1: Identifies the philosophical beliefs, social systems, movements and digital and technology developments that influence the function and role of digital art and computer graphics in people's lives. C. List and explain the components necessary for lifelong involvement in the digital arts. _____ CLI 5: Researches and reports on careers in			

			GRADING PERIOD 3			
Week	**Suggested Unit/Theme**	**Suggested Activities**	**Standards/Benchmarks/CLIs**	**Textbook**	**ENCLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS**	**SOCIAL STUDIES STANDARDS/ BENCHMARKS**
27	**Create a Graphics Business**		the digital arts and computer technologies and identify the experience, education and training needed for each one. _____ CLI 6: Investigates opportunities for lifelong involvement in the digital arts and arts-related careers.			

			GRADING PERIOD 4			
Week	**Suggested Unit/Theme**	**Suggested Activities**	**Standards/Benchmarks/CLIs**	**Textbook**	**ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS**	**SOCIAL STUDIES STANDARDS/ BENCHMARKS**
28	**Op Art**	*Use warp, pucker, bloat, twirl, scallop, crystallize and wrinkle tools;* *Study optical illusions, art that exists to fool the eye; use the warp tool to create a digital optical art work; Write directions defining each step used in Adobe Illustrator; Present work to class; Demonstrate how techniques can be used for other graphic related issues;* *Understanding the historical period in which Op Art emerged and why is it associated with Victor Vasarely and M.C. Escher; study the commonalities and outgrowth to 21ˢᵗ century art*	**Historical, Cultural and Social Contexts** C. Explain ways in which selected, contemporary digital art relate to the themes, issues and events of their contexts. _____ CLI 7: Investigates the recurrence of a particular style or technique (e.g., pointillism and realism) in a contemporary art movement and understand how styles can be used to influence an audience through digital art and communication. _____ CLI 8: Compares the artistic styles and subject matter in digital artwork by contemporary artists of different cultures in the digital arts. _____ CLI 9: Shows how one style of graphic media from one culture may have different meanings for another culture. D. Select a culture or a historical period and create an original work of digital art that demonstrates understanding of the historical, social or political issues of the culture. _____ CLI 11: Describes how visual design elements and symbols that are culturally specific are used to communicate meaning and expression in digital art.		**Acquisition of Vocabulary** **A:** Use context clues and text structures to determine the meaning of new vocabulary **Writing Process** A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.	
29	**Adobe Illustrator Photogram** **Scanners and Filters**	*Use a scanner and create an image that is similar to a photogram;* *Use filters to produce a series of six images that have unique and artistic variations (if no scanner is available,*	**Creative Expression and Communication** A. Demonstrate mastery of technology, computer platforms, graphic concepts, global technology, graphic software and the ability to work independently on a long-term digital artwork. _____ CLI 1: Creates original digital art with graphic emphasis that shows the development of a personal style.			

GRADING PERIOD 4

Week	Suggested Unit/Theme	Suggested Activities	Standards/Benchmarks/CLIs	Textbook	ENCLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
29	**Adobe Illustrator Photogram** **Scanners and Filters**	*import images from the Internet to create a digital collage that is thematically linked;* *Mount images on mat board in an accordion fashion to create a stand-alone digital artwork ready for presentation*	_____ CLI 5: Utilizes scanners for analog to digital image conversion. _____ CLI 6: Utilizes scanners as source for creative expression. B. Create expressive digital art that demonstrate a sense of purpose and an understanding of the relationships among technology, techniques and subject matter purpose and intent. _____ CLI 7: Evaluates choices of digital design elements in terms of how those choices affect the subject matter of the digital work. _____ CLI 8: Traces the origin of symbolism, imagery and metaphor in digital art and demonstrates the use of these visual devises in their digital art. _____ CLI 9: Discusses the artist's purpose and intent of specific digital art and the success of its design.			
30	**Putting it All Together**	*Students study an art style concurrent with a period being studied in another discipline, identify the major stylistic themes inherent in the artwork and create a digital artwork that is representative of the period.* *All the tools previously studied are to be used; artwork is to be mounted and matted for presentation and critique.* *Students identify the reasons for their selections.*	**Creative Expression and Communication** A. Demonstrate mastery of technology, computer platforms, graphic concepts, global technology, graphic software and the ability to work independently on a long-term digital artwork. _____ CLI 1: Creates original digital art with graphic emphasis that shows the development of a personal style. B. Create expressive digital art that demonstrate a sense of purpose and an understanding of the relationships among technology, techniques and subject matter purpose and intent. _____ CLI 3: Evaluates choices of digital design elements in terms of how those choices affect the subject matter of the digital work. **Valuing the Arts/Aesthetic Reflection** C. Judge the merit of selected digital art and provide the aesthetic basis for their positions.			**People in Societies** A. Analyze the influence of different cultural perspectives on the actions of groups.

			GRADING PERIOD 4			
Week	Suggested Unit/Theme	Suggested Activities	Standards/Benchmarks/CLIs	Textbook	ENCLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
30	**Putting it All Together**		_____ CLI 5:Develops and applies criteria that addresses the aesthetic characteristics in digital art (e.g., expressive or contextual). **Connections, Relationships and Applications** A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism, postmodernism) on the development of digital art. _____ CLI 1: Identifies the philosophical beliefs, social systems, movements and digital and technology developments that influence the function and role of digital art and computer graphics in people's lives. B. Formulate and solve a digital art problem using strategies and perspectives from other disciplines. _____ CLI 3: Compares the media, materials and processes (e.g., perceiving, responding, creating and communicating) used in digital art with those used in other arts disciplines. _____ CLI 4: Explains commonalities between digital art and other disciplines and how technology can be used to share and create			
31	**From One Medium to Another**	_Copy a famous work of art that uses drawing as the basis for the design, then create a digital copy as close to the original as possible; mount and mat the completed image_	**Creative Expression and Communication** B. Create expressive digital art that demonstrate a sense of purpose and an understanding of the relationships among technology, techniques and subject matter purpose and intent. _____ CLI 7: Evaluates choices of digital design elements in terms of how those choices affect the subject matter of the digital work.			
32	**Large Poster Design**	_Create a poster that illustrates the nature of digital art: What information is needed to convey a message; What is the meaning?_	**Historical, Cultural and Social Contexts** A. Explain how and why digital and computer art develop in the contexts (e.g. cultural, social, historical and political) in which they were made. _____ CLI 4: Explains the impact that digital art, computer graphics, computer technology has		**Reading Applications: Informational, Technical and**	

GRADING PERIOD 4						
Week	Suggested Unit/Theme	Suggested Activities	Standards/Benchmarks/CLIs	Textbook	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
32	**Large Poster Design**	*Students incorporate artwork from their portfolios in the design. Students must be aware of the audience for whom the poster is designed, the space in which it will be seen and size in which in can be printed.* *Critique and revise for final presentation for school location, e.g. library or office.*	in all cultures and the importance of understanding the visual cues used to produce art and information. _____ CLI 5: Explains how computer graphics influence digital art styles and how those styles can be used to create new digital art **Creative Expression and Communication** B. Create expressive digital art that demonstrate a sense of purpose and an understanding of the relationships among technology, techniques and subject matter purpose and intent. _____ CLI 7: Evaluates choices of digital design elements in terms of how those choices affect the subject matter of the digital work. _____ CLI 9: Discusses the artist's purpose and intent of specific digital art and the success of its design. C. Engage in ongoing assessment to revise and improve digital art and to produce a digital art portfolio of works either through digital (self-publishing online or physical means (print and binder). _____ CLI 10: Uses criteria/rubrics to revise digital works-in-progress and describe changes made and what were learned in the process. _____ CLI 11: Reviews, individually and by group, digital art. D. Understand print production/color monitoring and output devices for digital imagery. _____ CLI 12: Creates color corrected copies from multiple resources for portfolios and presentation. _____ CLI 13: Creates mounted and matted digital art for specific audiences. E. Understand the basic elements of design and design principles as related to digital art.		**Persuasive Text** A. Analyze the features and structures of documents and critique them for their effectiveness. **Literary Text** A. Critique an author's stye.	

GRADING PERIOD 4						
Week	Suggested Unit/Theme	Suggested Activities	Standards/Benchmarks/CLIs	Textbook	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
32	**Large Poster Design**		____ CLI 14: Utilizes the basic elements of design and design principles in all digital works			
33	**Photoshop and Illustrator Together**	*Students choose an era, genre, and audience for movies and create fictional movie posters. Students can either use cameras to photograph friends and families as the characters or scan images and create with Photoshop. Photoshop must be used for the image manipulation. Typography, symbolism, and stylistic trends should be used to convey messages. Students justify the stylistic content, artistic choices and consider other viewpoints in the design development.* *NOTE: Students create a rubric, which also acts as a guide as they create the digital art. Students assess their own work as guided by the rubric.*	**Valuing the Arts/Aesthetic Reflection** A. Communicate how aesthetic points of view contribute to the ideas, emotions and overall impact of personal digital art and the digital works of others. ____ CLI 1: Articulates how individual beliefs; cultural traditions and current social contexts influence response to the meanings in works of digital art. B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in digital art and develop a personal point of view. ____ CLI 4: Justifies the merits of specific works of digital art using theories that may be different from their own conceptions of digital art. C. Judge the merit of selected digital art and provide the aesthetic basis for their positions. ____ CLI 5: Develops and applies criteria that addresses the aesthetic characteristics in digital art (e.g., expressive or contextual).			**People in Societies** A: Analyze the influence of different cultural perspectives on the actions of groups.
34	**Final Digital Art Project**	*Students submit written project proposals that include the purpose, intent, timeline, methods and final product outcome; the new design must be researched, well*	**Connections, Relationships and Applications** B. Formulate and solve a digital art problem using strategies and perspectives from other disciplines. ____ CLI 3: Compares the media; materials and processes (e.g., perceiving, responding, creating and communicating) used in digital art with those used in other arts disciplines.			**People in Societies** A: Analyze the influence of different cultural perspectives on the actions of groups.

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34	**Final Digital Art Project**	*planned and detailed.* *Students use any one project or theme that was created during the year and create another version applying all of the new techniques learned during the course.*	____ CLI 4: Explains commonalities between digital art and other disciplines and how technology can be used to share and create.		**Writing Applications** D. Use documented textual evidence to justify interpretations of literature or to support a research topic.	C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.
35	**Future Directions in the Digital Arts**	*Each student creates a multimedia presentation of the future of digital art: students conduct research in the field of computer graphics and digital art and present their findings in an artistic and professional manner. This presentation includes a digital and a physical portfolio of the body of work created.*	**Connections, Relationships and Applications** C. List and explain the components necessary for lifelong involvement in the digital arts. ____ CLI 5: Researches and reports on careers in the digital arts and computer technologies and identify the experience, education and training needed for each one. ____ CLI 6: Investigates opportunities for lifelong involvement in the digital arts and arts-related careers. ____ CLI 7: Demonstrates how digital arts/ computer graphics, technology is utilized throughout 21st century living in both personal and communal experience. ____ CLI 8: Creates a presentation involving technology for other disciplines/events/ purpose that utilizes computer graphics, digital art and technology.			
36	**Presentations and Critiques**		**Connections, Relationships and Applications** A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism, postmodernism) on the development of digital art. ____ CLI 1: Identifies the philosophical beliefs, social systems, movements and digital and technology developments that influence the function and role of digital art and computer			

			GRADING PERIOD 4			
Week	**Suggested Unit/Theme**	**Suggested Activities**	**Standards/Benchmarks/CLIs**	**Textbook**	**ENCLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS**	**SOCIAL STUDIES STANDARDS/ BENCHMARKS**
36	**Presentations and Critiques**		graphics in people's lives. ____ CLI 2: Explains the changing nature of technology, digital art, software programs, and hardware and its use in art, advertising, business, and educational settings			