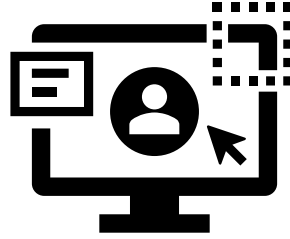# RIVER DELL REGIONAL SCHOOL DISTRICT

Content: Visual and Performance Arts
Course: Advanced Digital Design
Alignment: 2020 NJSLS
BOE Born Date: August 21, 2023

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Introduction

Advanced Digital Design allows greater personal exploration and builds upon understanding of commercial aspects of art. Students expand their understanding of elements and principles of design while broadening their software knowledge and digital design versatility. Building on skills acquired in Introduction to Photography & Digital Design, students further develop their own personal design styles. Topics include artistic expression, client-based projects, raster, and vector designs, and digital citizenship. Upon completion of this course, students may continue to explore 2D design in Advanced Photography or apply this course as a prerequisite for AP 2D.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

Advanced Digital Design allows students to continue exploration and application of digital design tools and techniques. As the course progresses, students continue making connections between traditional artforms and their influence on digital techniques. They will be provided with greater opportunities for self-exploration to develop their own personal voice in the digital medium. Through a variety of problem-based design challenges, students will:

- Present and produce final products, as artistically literate designers, by expressing and realizing creative ideas, implementing advanced technical skills, and demonstrating cognitive abilities significant to many aspects of life and work in the 21st century.
- Responding to the work of both designers of the past and contemporary designers to inform and inspire their own personal work.
- Creating personal artwork that reflects a variety of ethnic, racial, and cultural perspectives, and demonstrates advanced understanding of digital design media.
- Connecting global trends or issues, contemporary practices to one's own personal learnings through practice of the medium.

Scope and Sequence

Advanced Digital Design requires the introductory level course, Introduction to Photography and Digital Design. After developing basic skills and techniques in digital design and photography, students can elect to explore digital design more in-depth in this year-long course of study. Students may bypass the introductory pre-requisites for this course with a teacher recommendation. Advanced Digital Design serves as a pre-requisite for AP 2D.

Unit I: Advanced Fundamentals of Digital Design - Tools, Techniques & Application (90 Days)
Unit II: Digital Design Exploration – Artistic and Commercial Concepts, Composition & Individual Exploration (90 Days)

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections
District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.
1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

"Twenty-first Century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of

Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):
- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change *(This will be modified based off of content)*
Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit I: Advanced Fundamentals of Digital Design-Tools, Techniques & Application (90 Days)

Core Ideas	**NJSLS – Visual and Performing Arts** **Creating** • Generating and conceptualizing ideas – Explore multiple approaches to develop creative concepts. • Organizing and developing ideas – Investigate the discipline of design through experimentation, practice, and persistence. • Refining and completing products - Reflect, refine, and continue personal creative visions in progress. **Presenting & Producing** • Selecting, analyzing, and interpreting work - Analyze, select, and critique personal work for a design portfolio presentation or specific event. • Developing and refining techniques and models or steps needed to create products - Evaluate, select, and apply methods or processes appropriate to display or utilize designs in a specific place. • Conveying meaning through art - Share understanding of design through analysis of an impact a product or exhibition has on personal awareness of beliefs and understandings. **Responding** • Perceiving and analyzing products - Analyze how one's understanding of the world or human experiences is affected by how one might perceive visual designs. • Applying criteria to evaluate products - Analyze design or the process of designing by establishing relevant criteria to evaluate a design or body of work. **Connecting** • Synthesizing and relating knowledge and personal experiences to create products - Synthesize understanding of the design process by documenting developing ideas from early stages to fully elaborated ideas. • Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding - Relate knowledge of cultures, history, or global issues including climate change to your personal response to art by describing how it may influence your experience of it. **NJSLS – Computer Science & Design Thinking** **Nature of Technology** • Technology, product, or system redesign can be more difficult than the original design. **Effects of Technology on the Natural World** • Development and modification of any technological system needs to consider how the operation of the system will affect natural resources and ecosystems. • Impacts of technological systems on the environment need to be monitored and must inform decision-making. **Ethics & Culture** • The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. • The consequences of technological use may be different for different groups of people and may change over time. • Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.
Essential Questions	• What conditions, attitudes and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories and traditions of art forms help us create works of art and design? • How do artists and designers learn from trial and error? • How do media artists improve/refine their work? • How are creativity and innovation developed within and through media arts productions? • How do media artists use various tools and techniques? • How do time, place, audience, and context affect presenting or performing choices for media artworks? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools, and equipment? • What role does persistence play in revising, refining, and developing work? • How does collaboratively reflecting on a work help us experience it more completely? • Why do people value objects, artifacts, and artworks, and select them for presentation? • How does refining artwork affect its meaning to the viewer? • What criteria are considered when selecting work for presentation, a portfolio, or a collection? • How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding? • How do life experiences influence the way you relate to art? • Where and how do we encounter visual arts in our world? • How do visual arts influence our views of the world? • What is the value of engaging in the process of art criticism? • How does knowing and using visual art vocabulary help us understand and interpret works of art?

	- How and why might criteria vary? How is a personal preference different from an evaluation? - How does making art attune people to their surroundings? - How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? - How does art help us understand the lives of people of different times, places, and cultures?
Enduring Understanding	The practices reflect the steps that artists undergo in the process of creating, performing, responding, and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. - Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. - Artists and designers' experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom, and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work overtime. - Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts and artworks for preservation and presentation. - Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. - Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. - Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual art influences understanding of and responses to the world. - People gain insights into the meanings of artworks by engaging in the process of art criticism. - People evaluate art based on various criteria. - Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. - Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. - Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. - The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks. - Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. - Media artists require a range of skills and abilities to creatively solve problems. - Media artists present, share and distribute media artworks through various social, cultural, and political contexts. - An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. - Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent. - Evaluation and critique are vital components of experiencing, appreciating, and producing media artworks. - Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences. - Understanding connections to varied contexts and daily life enhances a media artist's work.
Practice	- Explore the creative and innovation process in design. - Investigate the design process through experimentation, practice, and persistence. - Reflect, refine, and continue revising design work overtime and exhibit persistence. - Analyze personal work and the work of others for presentation. - Develop a process and direction for work. - Select appropriate methods or processes to exhibit and preserve art. - Share designs that are influenced by social, cultural, or political beliefs and understandings. - Perceive design through a personal lens and the lens of others and analyze how art influences human perception. - Interpret designs supported by relevant evidence. - Analyze and evaluate designs with relevant criteria. - Synthesize design knowledge with personal experience to create products. - Relate ideas for design work to understanding of society, culture, and history.

- Conceive multiple design ideas and apply aesthetic criteria for media arts production.
- Develop plans, ideas, and processes with consideration of constraints and purpose throughout project-based work.
- Construct and synthesize a variety of components for a specific purpose.
- Practice within the media arts discipline through integration of various arts and media arts forms into unified productions.
- Integrate skillful adaptation of tools and techniques to demonstrate command of the chosen artform.
- Curate, design and present media artworks or a collection of media artworks in a variety of contexts.
- Analyze how media arts can affect how someone may perceive an issue or impact an audience.
- Interpret the meaning, intent, and influence of media artworks as they relate to a variety of factors.
- Evaluate the state of an artwork at a certain stage for critique of the artwork or the process.
- Synthesize personal and external resources to create meaningful artwork.
- Relate media art to various contexts, purposes, and values such as markets, systems, propaganda, and truth.

Performance Expectations	
	- Generating and conceptualizing ideas- Use multiple approaches to begin creative endeavors. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
- Organizing and developing ideas- Engage in making a work of art or design without having a preconceived plan. Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. Organize and design artistic ideas for media arts productions.
- Refining and completing products- Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.
- Selecting, analyzing, and interpreting work- Analyze, select and critique personal artwork for a collection or portfolio presentation. Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- Developing and refining techniques and models or steps needed to create products- Analyze and evaluate the reasons and ways an exhibition is presented. Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
- Conveying meaning through art- Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings. Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
- Perceiving and analyzing products- Hypothesize ways in which art influences perception and understanding of human experiences. Analyze how one's understanding of the world is affected by experiencing visual arts.
- Interpreting intent and meaning- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- Applying criteria to evaluate products- Establish relevant criteria in order to evaluate a work of art or collection of works.
- Synthesizing and relating knowledge and personal experiences to create products Document the process of developing ideas from early stages to fully elaborated ideas. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
- Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding- Describe how knowledge of culture, traditions and history may influence personal responses to art. Describe how knowledge of global issues, including climate change, may influence personal responses to art. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- Technology, product, or system redesign can be more difficult than the original design.
- Redesign an existing product to improve form or function.
- Impacts of technological systems on the environment need to be monitored and must inform decision-making.- Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
- Consequences of technological use may be different for different groups of people and may change over time.- Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
- Media artists present, share and distribute media artworks through various social, cultural, and political contexts.- Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
1.5.12.Cr1a 1.5.12.Cr1b 1.5.12.Pr4a 1.5.12.Cr2a 1.5.12.Cr2b 1.5.12.Cr2c 1.5.12.Cr3a 1.5.12.Pr4a 1.5.12.Pr5a 1.5.12.Pr6a	Students will be able to: - develop understanding of the art elements and principle of design vocabulary by applying them effectively to original works of art in digital design. - demonstrate understanding of digital design tools by participating in class demonstrations and practice activities and formal thematic project-based challenges.	**Art elements & principles of design vocabulary** - Incorporate the art elements & principles of design in personal artwork - Class presentation/critique of best photo examples **Digital design - tools & terminology** - Digital design software tutorials - User Interface Identification diagram/quiz - Tool identification activities - Specific tool skill building activities	- Computer with compatible tablet and stylus - Computer mouse - Digital editing software (ie. Adobe Creative Suite) - Photographic devices (ie. cell phone cameras, DSLR) - Frames - Printer o Paper

Standards	Objectives	Content	Materials

1.5.12.Re7a
1.5.12.Re7b
1.5.12.Re8a
1.5.12.Re9a
1.5.12.Cn10a
1.5.12.Cn11a
1.5.12.Cn11b
1.5.12.Cn11a
1.2.12.Cr1b
1.2.12.Cr3a
1.2.12.Pr5a
1.2.12.Pr6a
1.2.12.Cn11a
	• learn and demonstrate new techniques and refine skills in digital design software by following along with in-class demonstrations on how to utilize the variety of tool options.
	• organize, save, and export files in order to learn and consistently practice appropriate file saving and sharing techniques by actively participating in the classroom lecture demonstrations.
	• organize, review, and describe personal work for presentation by creating a portfolio.
	• design a variety of solutions for a creative problem and reflect on the best version to develop further by engaging in a structured brainstorm sketching activity.
	• exercise creative choice, personal time management and demonstrate their ability to guide their own personal learning journeys by creating an original artistic composition.
	• assess the effectiveness of an existing artwork and propose an additional creative solution by selecting, analyzing the symbolism and use of artistic technique, and creating an innovative redesigned solution to a specific album cover art.
	• thoughtfully evaluate and reflect on their own work and the work of others by appropriately using technical vocabulary in a written format and/or verbally.
	• express thorough understanding of the creative, technical, and artistic processes that they have engaged in by presenting their process in an organized and detailed format including evidence of each part.
	• explore and evaluate historically significant and contemporary works of art from prominent artists by randomly or individually selecting professional artworks or artists.
		• File organization checks including layer management
		File management best practices
		• Demonstration and practice of file-saving options
		• File organization checks
		• File management vocabulary quiz
		Advanced tools, techniques & applications
		• Design platform tutorials
		• Multimedia project work
		• Class lectures and demonstrations
		• Student-led demonstrations
		• Advanced application of color theory
		• Gestalt principles
		• Developing Process Demonstrations
		• Student-led Demonstration & check for understanding
		• The creative process - Idea development from concept to completion
		• Design for specific outputs (ie. Websites, logos, flyers, digital art, etc.)
		Developing & refining best practices
		• Archiving and organizing work both digitally and physically
		• Understanding client needs
		• Creative collaboration using digital platforms
		• Community Engagement
		• Portfolio development & presentation
		Self & peer critiques
		• Critique "cheat sheet"
		• Self-critique practice
		• Think-pair-share critiques
		• Class discussion critique of student work
		• Respond and reflect questions periodically during different project phases
		Articulating process through writing and verbal communication
		• Project Process Document Template
		• Pairing Images with Text
		Evaluating professional works of art
		• Evaluation "cheat sheet"
		• Art Analysis Individual Activity
		• Art Analysis Think-pair-share Activity
		• Professional Designer Poster Assignment
		• Copycat Style Assignment
			o Ink
			• Various art media
			   o Scissors
			   o Paper cutter
			   o Utility knives with self-healing boards
			   o Tape
			   o Glue sticks, glue guns and replacement glue sticks
			   o Pencils, markers, pens
			   o Rulers
			   o Illustration board or pre-cut mats)
			   o Frames
			   o 3D foam dots
			   o High quality printer paper
			   o Printer & replacement ink cartridges
			• Activity sheets
			• Museum websites
			• Professional resources as needed (ie. https://color.adobe.com/create)

Key Vocabulary	• **Art Elements:** Line, shape, form, space, texture, value, color • **Principles of Design:** Pattern, contrast, emphasis, balance, scale, harmony, rhythm/movement, unity, variety, proportion • **Digital Design:** User interface, tools, retouching, hue, saturation, brightness, cropping, selections, layers, layout, wireframe, alignment, balance, scale, color theory, gradient, swatch, font, artboard, grid, justification, iteration, bevel • **Design disciplines:** Typography, logo design, digital assets, branding, marketing, printing, user experience design, user interface design, customer, concept, art direction • **Technology terms:** Aspect ratio, dimensions, pixel, raster image, vector file, resolution, HEX code • **File management:** JPEG, PNG, PDF, PSD, AI Cloud storage, local hard drive • **Critique:** Self-critique, peer-critique, reflection, constructive criticism, symbolism, technique
Evidence of Learning	Students will be evaluated using formative and summative assessments. Assessment of the student will relate to the performance expectations and classroom expectations for the unit. Formative assessments throughout projects will help determine if the student falls in the category of Proficient, Accomplished or Advanced which is described below. Summative assessments will occur at the end of a project and will be evaluated via rubric.

Proficient	Accomplished	Advanced

	Students at the proficient level have developed the foundational technical and expressive skills and understandings of the lesson topic necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the concept to be an important form of personal realization and well-being, and make connections between the design practice, history, culture, and other learning.	Students at the accomplished level are, with minimal assistance, able to identify or solve design problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine products, or presentations that demonstrate technical proficiency and personal communication and expression. They use the design thinking and related concepts for personal realization and well-being and have the necessary skills for and interest in participation in arts activity beyond the school environment.	Students at the advanced level independently identify challenging design problems based on their interests or for specific purposes and bring creativity and insight to finding design solutions. They are facile in using at least one information visualization form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work. As learners of the design thinking process, they exploit their personal strengths and apply strategies to overcome personal challenges. They can take a leadership role in problem-solving activities within and beyond the school environment.
	A level of achievement attainable by most students who complete a high school level course in the arts and computer science disciplines (or equivalent) beyond the foundation of quality K–8 instruction.	A level of achievement attainable by most students who complete a rigorous sequence of high-school level courses (or equivalent) beyond the proficient level.	A level and scope of achievement that significantly exceeds the accomplished level. Achievement at this level is indisputably rigorous and substantially expands students' knowledge, skills, and understandings beyond the expectations articulated for accomplished achievement.
	1.5.12prof.Cr1a 1.5.12prof.Cr2a 1.5.12prof.Cr2b 1.5.12prof.Cr3a 1.5.12prof.Pr4a 1.5.12prof.Pr5a 1.5.12prof.Pr6a 1.5.12prof.Re7a 1.5.12prof.Re8a 1.5.12prof.Re9a 1.5.12prof.Cn10a 1.5.12prof.Cn11a 1.2.12prof.Cr1b 1.2.12prof.Cr3a 1.2.12prof.Pr5a 1.2.12prof.Pr6a 1.2.12prof.Cn11a	1.5.12acc.Cr1a 1.5.12acc.Cr2a 1.5.12acc.Cr2b 1.5.12acc.Cr3a 1.5.12acc.Pr4a 1.5.12acc.Pr5a 1.5.12acc.Pr6a 1.5.12acc.Re7a 1.5.12acc.Re8a 1.5.12acc.Re9a 1.5.12acc.Cn10a 1.5.12acc.Cn11a 1.2.12acc.Cr1b 1.2.12acc.Cr3a 1.2.12acc.Pr5a 1.2.12acc.Pr6a 1.2.12acc.Cn11a	1.5.12adv.Cr1a 1.5.12adv.Cr2a 1.5.12adv.Cr2b 1.5.12adv.Cr3a 1.5.12adv.Pr4a 1.5.12adv.Pr5a 1.5.12adv.Pr6a 1.5.12adv.Re7a 1.5.12adv.Re8a 1.5.12adv.Re9a 1.5.12adv.Cn10a 1.5.12adv.Cn11a 1.2.12adv.Cr1b 1.2.12adv.Cr3a 1.2.12adv.Pr5a 1.2.12adv.Pr6a 1.2.12adv.Cn11a
Interdisciplinary Connections	The use of digital design tools, techniques, and their application to design and execution requires interdisciplinary knowledge. These connections between disciplines emulates real-world project circumstances and allows students to grow holistically. This unit provides interdisciplinary connections in the following subject areas: • **History** – History of the digital design process, significant innovations that have shaped the tools and techniques. • **Reading and writing -** Students reflect and express their work using technical vocabulary through writing activities. They utilize scholarly articles and other professional resources to learn about tools and techniques. • **Technology -** Understand the history of a software function and learn the most up-to-date practices. Understand technological needs and utility of an art composition for appropriate output or sharing of work. • **Science** – Basic color theory incorporates principles of physics, and students must understand the application of color modes. • **Math** – Dimensions, units of measurement, and geometric forms are essential to demonstrate proficient use of digital design platforms. **Business** – Determine which tools and techniques are required for personal and real-world professional solutions. Understand efficiency and needs of business as it relates to digital media.		
Diversity, Equity, & Inclusion	• Gain richer perspectives and participate in design best practices that draw on the influence of global perspectives. • Create original designs influenced by various global art-making traditions, materials, and styles that connect to their own life experiences, beliefs, values, and opinions. • Apply multiple perspectives and diverse cultural understanding to promote stronger content creation as students are introduced to a diverse range of designers and cultures (I.e., representing varied race, gender, sexuality, ability, neurodiversity, religion, origin, age, and socio-economic background). • Share studio space and ideation experiences with students of all abilities and learning levels.		

	• Acknowledge and appreciate that artists and peers come from a varied background that could impact their communication through expression/creation (I.e., environment, access, political, social standing, challenges).			
Career Readiness, Life Literacies, and Key Skills	• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.			
Computer Science and Design Thinking	• 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task • 8.2.12.ED.1: Use research to create a product or system that addresses a problem and make modifications based on input from potential consumers • 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis. • 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). • 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. • 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. • 8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.			
Social Emotional Learning	• Develop general self-awareness - Recognize one's personal traits, strengths, and limitations. • Recognize the importance of self-confidence in handling daily tasks and challenges. • Recognize the skills needed to establish and achieve personal and educational goals. • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve. • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. • Develop, implement, and model effective problem-solving and critical thinking skills. • Exercise self-management and personal time-management in project work. • Accept and apply constructive criticism to one's work and the work of others.			

Differentiation

Resources/Materials	**ELL (English Language Learners)**	**Special Education**	**At Risk**	**Enrichment**
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting

		- Students are allowed time and a half on assessments - Provide the student with frequent check-ins during class-time work - Visual cue or signs - Rephrase of questions and directions - Partner or group work on skill development Assistance by instructional videos or curated videos online	- Guide with options for student goal setting - Use of timer or a clock to monitor time of student activity	- Use enrichment options to extend and deepen learning opportunities within and outside of the school setting - Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit II: Digital Design Exploration – Artistic and Commercial Concepts, Composition & Individual Exploration (90 Days)

Core Ideas	**NJSLS – Visual and Performing Arts** **Creating** • Generating and conceptualizing ideas – Explore multiple approaches to develop creative concepts. • Organizing and developing ideas – Investigate the discipline of design through experimentation, practice, and persistence. • Refining and completing products - Reflect, refine, and continue personal creative visions in progress. **Presenting & Producing** • Selecting, analyzing, and interpreting work - Analyze, select, and critique personal work for a design portfolio presentation or specific event. • Developing and refining techniques and models or steps needed to create products - Evaluate, select, and apply methods or processes appropriate to display or utilize designs in a specific place. • Conveying meaning through art - Share understanding of design through analysis of an impact a product or exhibition has on personal awareness of beliefs and understandings. **Responding** • Perceiving and analyzing products - Analyze how one's understanding of the world or human experiences is affected by how one might perceive visual designs. • Applying criteria to evaluate products - Analyze design or the process of designing by establishing relevant criteria to evaluate a design or body of work. **Connecting** • Synthesizing and relating knowledge and personal experiences to create products - Synthesize understanding of the design process by documenting developing ideas from early stages to fully elaborated ideas. • Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding - Relate knowledge of cultures, history, or global issues including climate change to your personal response to art by describing how it may influence your experience of it. **NJSLS – Computer Science & Design Thinking** **Nature of Technology** • Technology, product, or system redesign can be more difficult than the original design. **Effects of Technology on the Natural World** • Development and modification of any technological system needs to consider how the operation of the system will affect natural resources and ecosystems. • Impacts of technological systems on the environment need to be monitored and must inform decision-making. **Ethics & Culture** • The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. • The consequences of technological use may be different for different groups of people and may change over time. • Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.
Essential Questions	How does collaboration expand and affect the creative process? How can creative risks be encouraged? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error? How do media artists improve/refine their work? At what point is a work considered "complete"? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques? How do time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? How do media artworks function to convey meaning and influence audience experience? How do people relate to and interpret media artworks? How does knowing and using arts vocabulary help us understand and interpret works of art? How and why do we value and judge media artworks? How is a personal preference different from an evaluation? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities? How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How do the other arts, disciplines, contexts, and daily life inform the creation, performance, and response to media arts?

Enduring Understanding	The practices reflect the steps that artists undergo in the process of creating, performing, responding, and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. • Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking traditions in pursuit of creative art-making goals. • Artists and designers' experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom, and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime. • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts and artworks for preservation and presentation. • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual art influences understanding of and responses to the world. • People gain insights into the meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria. • Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. • Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. • Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. • The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks. • Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. • Media artists require a range of skills and abilities to creatively solve problems. • Media artists present, share and distribute media artworks through various social, cultural, and political contexts. • An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. • Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent. • Evaluation and critique are vital components of experiencing, appreciating, and producing media artworks. • Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences. • Understanding connections to varied contexts and daily life enhances a media artist's work.
Practice	• Explore the creative and innovation process in design. • Investigate the design process through experimentation, practice, and persistence. • Reflect, refine, and continue revising design work overtime and exhibit persistence. • Analyze personal work and the work of others for presentation. • Develop a process and direction for work. • Select appropriate methods or processes to exhibit and preserve art. • Share designs that are influenced by social, cultural, or political beliefs and understandings. • Perceive design through a personal lens and the lens of others and analyze how art influences human perception. • Interpret designs supported by relevant evidence. • Analyze and evaluate designs with relevant criteria. • Synthesize design knowledge with personal experience to create products. • Relate ideas for design work to understanding of society, culture, and history. • Conceive multiple design ideas and apply aesthetic criteria for media arts production. • Develop plans, ideas, and processes with consideration of constraints and purpose throughout project-based work. • Construct and synthesize a variety of components for a specific purpose.

- Practice within the media arts discipline through integration of various arts and media arts forms into unified productions.
- Integrate skillful adaptation of tools and techniques to demonstrate command of the chosen artform.
- Curate, design and present media artworks or a collection of media artworks in a variety of contexts.
- Analyze how media arts can affect how someone may perceive an issue or impact an audience.
- Interpret the meaning, intent, and influence of media artworks as they relate to a variety of factors.
- Evaluate the state of an artwork at a certain stage for critique of the artwork or the process.
- Synthesize personal and external resources to create meaningful artwork.
- Relate media art to various contexts, purposes, and values such as markets, systems, propaganda, and truth.

Performance Expectations	
	- Generating and conceptualizing ideas- Use multiple approaches to begin creative endeavors. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
	- Organizing and developing ideas- Engage in making a work of art or design without having a preconceived plan. Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. Organize and design artistic ideas for media arts productions.
	- Refining and completing products- Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.
	- Selecting, analyzing, and interpreting work- Analyze, select and critique personal artwork for a collection or portfolio presentation. Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
	- Developing and refining techniques and models or steps needed to create products- Analyze and evaluate the reasons and ways an exhibition is presented. Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
	- Conveying meaning through art- Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings. Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
	- Perceiving and analyzing products- Hypothesize ways in which art influences perception and understanding of human experiences. Analyze how one's understanding of the world is affected by experiencing visual arts.
	- Interpreting intent and meaning- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
	- Applying criteria to evaluate products- Establish relevant criteria in order to evaluate a work of art or collection of works.
	- Synthesizing and relating knowledge and personal experiences to create products- Document the process of developing ideas from early stages to fully elaborated ideas. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
	- Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding- Describe how knowledge of culture, traditions and history may influence personal responses to art. Describe how knowledge of global issues, including climate change, may influence personal responses to art. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
	- Technology, product, or system redesign can be more difficult than the original design.
	- Redesign an existing product to improve form or function.
	- Impacts of technological systems on the environment need to be monitored and must inform decision-making.
	- Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
	- The consequences of technological use may be different for different groups of people and may change over time.
	- Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
	- Media artists present, share and distribute media artworks through various social, cultural, and political contexts.
	- Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials

1.5.12.Cr1a
1.5.12.Cr1b
1.5.12.Pr4a
1.5.12.Cr2a
1.5.12.Cr2b
1.5.12.Cr2c
1.5.12.Cr3a
1.5.12.Pr4a
1.5.12.Pr5a
1.5.12.Pr6a
1.5.12.Re7a
1.5.12.Re7b
1.5.12.Re8a
	Students will be able to:
	- assume the role of graphic designer and create an original composition based on a given set of technical requirements by designing a specific product for a client.
	- select previous personal artwork or create new artwork that fits a specific theme to create a new shared installation artwork for a community project.
	- skillfully and thoughtfully engage in idea development with the theme of surreal
		Art styles and historical influences
		- Surrealism, impressionism, cubism and integrating art styles in digital work
		- Mimicking an artistic style/learn from the masters
		- Brainstorming and research activities
		- Exploring influential designers
		Client-based design
		- Print-based media
		- Client meetings and progress checks
		- Establish criteria for product output
		- Establishing client needs
		- Personal management and timelines
			- Computer with compatible tablet and stylus
			- Computer mouse
			- Digital editing software (ie. Adobe Creative Suite)
			- Photographic devices (ie. cell phone cameras, DSLR)
			- Frames
			- Printer
			  - Paper
			  - Ink
			- Various art media

1.5.12.Re9a 1.5.12.Cn10a 1.5.12.Cn11a 1.5.12.Cn11b 1.5.12.Cn11a 1.2.12.Cr1b 1.2.12.Cr3a 1.2.12.Pr5a 1.2.12.Pr6a 1.2.12.Cn11a	concepts relating to oneself by making progress on an original digital art. • explore more vector illustration features of graphic design software for print by participating in class demonstrations and individual practice with completion of multiple business card designs. • develop an original series of abstract artworks based on a theme by utilizing personally collected primary data on sensory experiences relating to all 5 senses. • skillfully and thoughtfully incorporate new symbolism and alter the tone and meaning of a work of art by designing an original art inspired by the work of a well-known artist. • analyze mobile application design from a visual and technological perspective by creating their own original mobile application user interface. • explore the possibilities of storytelling through design by creating their own original artwork that incorporates storytelling concepts including but not limited to narrative illustration or cartography. • organize, review, and describe personal work for presentation by creating a portfolio. • express their opinions and analyze student work and their own by participating in a presentation session. • exercise creative choice, personal time management and demonstrate their ability to guide their own personal learning journeys by creating an original artistic composition.	**Mixed media and technique development** • Abstract designs • Collage and mixed media • Framing and display of work • Video/animated work • Utilizing multiple digital formats **Conceptual (theme-based) design** • Research on past influential designs • Selecting theme workshop • Idea development • Sustained investigations • Presentation of theme **Storytelling with design** • Review of storytelling resources • Understanding an audience • Developing a storyline • Refining product details while seeing the big picture **Independent Study** • Use of alternative digital design platforms • Technique development to achieve desired outcomes • Personal research • Appropriate selection of subject/theme • Development of a body of work • Documentation of progress **Portfolio Development** • Research on professional portfolios • Organization of personal work • Integration of labels and descriptions **File management best practices** • Demonstration of file-saving options • File organization checks • File management vocabulary quiz **Self & peer critiques** • Critique "cheat sheet" • Self-critique practice • Think-pair-share critiques • Class discussion critique of student work • Respond and reflect questions periodically during different project phases **Articulating process through writing and verbal communication** • Project Process Document Template • Pairing Images with Text	o Scissors o Paper cutter o Utility knives with self-healing boards o Tape o Glue sticks, glue guns and replacement glue sticks o Pencils, markers, pens o Rulers o Illustration board or pre-cut mats) o Frames o 3D foam dots o High quality printer paper o Printer & replacement ink cartridges • Activity sheets • Museum websites • Professional resources as needed (ie. https://color.adobe.com/create)
Key Vocabulary	• **Art styles and historical influences:** Surrealism, impressionism, cubism, photorealism, styles, techniques • **Client-based design:** Print-based, output, client needs, timelines, proposal, goals, deliverable, expectations • **Mixed media and technique development:** Abstractions, collage, mixed media, framing, exhibition, animation, video • **Conceptual (theme-based) design:** Passion, aesthetics, thematic development, subject, recurring elements, style • **Storytelling with design:** Storytelling, audience, persona, experiencing design, humanization, storyboard • **Portfolio Development:** Independent study, body of work, portfolio, labels, descriptions, media, presentation, digital presence • **File management:** JPEG, PNG, PDF, PSD, AI Cloud storage, local hard drive • **Critique:** Self-critique, peer-critique, reflection, constructive criticism, symbolism, technique		
Evidence of Learning	Students will be evaluated using formative and summative assessments. Assessment of the student will relate to the performance expectations and classroom expectations for the unit. Formative assessments throughout projects will help determine if the student falls in the category of Proficient, Accomplished or Advanced which is described below. Summative assessments will occur at the end of a project and will be evaluated via rubric.		

	Proficient	Accomplished	Advanced
	Students at the proficient level have developed the foundational technical and expressive skills and understandings of the lesson topic necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the concept to be an important form of personal realization and well-being, and make connections between the design practice, history, culture, and other learning.	Students at the accomplished level are, with minimal assistance, able to identify or solve design problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine products, or presentations that demonstrate technical proficiency and personal communication and expression. They use the design thinking and related concepts for personal realization and well-being and have the necessary skills for and interest in participation in arts activity beyond the school environment.	Students at the advanced level independently identify challenging design problems based on their interests or for specific purposes and bring creativity and insight to finding design solutions. They are facile in using at least one information visualization form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work. As learners of the design thinking process, they exploit their personal strengths and apply strategies to overcome personal challenges. They can take a leadership role in problem-solving activities within and beyond the school environment.
	A level of achievement attainable by most students who complete a high school level course in the arts and computer science disciplines (or equivalent) beyond the foundation of quality K–8 instruction.	A level of achievement attainable by most students who complete a rigorous sequence of high-school level courses (or equivalent) beyond the proficient level.	A level and scope of achievement that significantly exceeds the accomplished level. Achievement at this level is indisputably rigorous and substantially expands students' knowledge, skills, and understandings beyond the expectations articulated for accomplished achievement.
	1.5.12prof.Cr1a 1.5.12prof.Cr2a 1.5.12prof.Cr2b 1.5.12prof.Cr3a 1.5.12prof.Pr4a 1.5.12prof.Pr5a 1.5.12prof.Pr6a 1.5.12prof.Re7a 1.5.12prof.Re8a 1.5.12prof.Re9a 1.5.12prof.Cn10a 1.5.12prof.Cn11a 1.2.12prof.Cr1b 1.2.12prof.Cr3a 1.2.12prof.Pr5a 1.2.12prof.Pr6a 1.2.12prof.Cn11a	1.5.12acc.Cr1a 1.5.12acc.Cr2a 1.5.12acc.Cr2b 1.5.12acc.Cr3a 1.5.12acc.Pr4a 1.5.12acc.Pr5a 1.5.12acc.Pr6a 1.5.12acc.Re7a 1.5.12acc.Re8a 1.5.12acc.Re9a 1.5.12acc.Cn10a 1.5.12acc.Cn11a 1.2.12acc.Cr1b 1.2.12acc.Cr3a 1.2.12acc.Pr5a 1.2.12acc.Pr6a 1.2.12acc.Cn11a	1.5.12adv.Cr1a 1.5.12adv.Cr2a 1.5.12adv.Cr2b 1.5.12adv.Cr3a 1.5.12adv.Pr4a 1.5.12adv.Pr5a 1.5.12adv.Pr6a 1.5.12adv.Re7a 1.5.12adv.Re8a 1.5.12adv.Re9a 1.5.12adv.Cn10a 1.5.12adv.Cn11a 1.2.12adv.Cr1b 1.2.12adv.Cr3a 1.2.12adv.Pr5a 1.2.12adv.Pr6a 1.2.12adv.Cn11a
Interdisciplinary Connections	Execution of design – both personally and commercially, allows students to explore a variety of disciplines. These interdisciplinary connections mirror real-world professional circumstances and allow students to develop meaningful life connections and grow holistically in the class. This unit provides interdisciplinary connections in the following subject areas: • **History** – History of the digital design process as it relates to concepts and composition, significant cultural moments and people that have shaped compositional techniques. • **Reading and writing** - Students reflect and express their work through writing and read about art as well in scholarly articles and other professional resources. • **Technology** - Understand the history of a design style and compositional standard as it relates to available technology and utilize the most appropriate solution. Understand technological needs and utility of an art composition for appropriate output or sharing of work. Assess technological needs for a specific art output. • **Science** – Design incorporates principles of psychology and Gestalt psychology, regarding layout, color choice, perception, proximity of elements, etc. • **Math** – Dimensions, units of measurement, and geometric forms are essential to mastering platforms used for digital design compositions and execution of commercial and artistic concepts. **Business** – Understand the commercial need for digital design solutions and solve real-world problems by creating original commercial solutions through project work.		

Diversity, Equity, & Inclusion	- Gain richer perspectives and participate in design best practices that draw on the influence of global perspectives. - Create original designs influenced by various global art-making traditions, materials, and styles that connect to their own life experiences, beliefs, values, and opinions. - Apply multiple perspectives and diverse cultural understanding to promote stronger content creation as students are introduced to a diverse range of designers and cultures (I.e., representing varied race, gender, sexuality, ability, neurodiversity, religion, origin, age, and socio-economic background). - Share studio space and ideation experiences with students of all abilities and learning levels. - Acknowledge and appreciate that artists and peers come from a varied background that could impact their communication through expression/creation (I.e., environment, access, political, social standing, challenges).	
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.	
Computer Design and Science Thinking	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task 8.2.12.ED.1: Use research to create a product or system that addresses a problem and make modifications based on input from potential consumers 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis. 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.	
Social Emotional Learning	- Develop general self-awareness - Recognize one's personal traits, strengths, and limitations. - Recognize the importance of self-confidence in handling daily tasks and challenges. - Recognize the skills needed to establish and achieve personal and educational goals. - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve. - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. - Develop, implement, and model effective problem-solving and critical thinking skills. - Exercise self-management and personal time-management in project work. - Accept and apply constructive criticism to one's work and the work of others.	

Differentiation				
Resources/Materials	**ELL (English Language Learners)**	**Special Education**	**At Risk**	**Enrichment**
	- Provide translated notes and key vocabulary terms - Provide images of key vocabulary terms and concepts - Word banks - Bilingual dictionaries - Assistive translator technology - Sentence frames - Simplified notes - Reduced homework - Simplified word problems - Graphic organizers - Matched sentences or procedures with pictures - Alternative presentation options 1-2 sentence short responses - Shortened written assignments - Modified tests	- Display reminders - Checklist of materials and tasks (printed out or digitally accessible) - Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) - Assistive technology (dictation, immersive reader, etc...) - Flash cards - Teacher notes - Graphic organizer - Clear parameters and student workspace - Timer to monitor task and duration - Study guides - Guided notes - Choices for alternative assignments	- Students are asked to come for extra help to review/retake assessment and homework assignments - Students are allowed time and a half on assessments - Provide the student with frequent check-ins during class-time work - Scaffolding assignments - Chunking of materials - Allow for errors - Pre-teach materials - Supply teacher demo - Rephrase of questions and directions - Visual cue or signs - Small group assistance or collaboration	- Provide students with extra problem sets that challenge and involve higher level thinking - Inquiry lead discussions and activities - More complex tasks and projects - Higher level questioning and techniques - Student demoing and explanation - Provide opportunities for students to set personal goals, keep records and monitor their own learning progress - Multiple assessments given in different domains, that

	• Provide notes when student request • Reduce project workload • Short summaries	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development Assistance by instructional videos or curated videos online	• Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study