|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1st quarter | | Nametag Project | | Discuss new vocabulary as a class, and show examples to guide instruction of new information.  -Use of Adobe Photoshop to create document and save work. | Students will master use of move tool, paintbucket, shape, a type tool, and measuring tools in Adobe Photoshop CS2.  -“I Am Poem”  graphic organizer | Students will each create a nametag that is self-assessed with a rubric. (craftsmanship, creativity, effort, following instructions) |
| 1st quarter | | Design Layouts   1. Apply layout compositions (radial/axial, band, grid, symmetrical, asymmetrical, and ambiguous) to an original design. 2. Use drawing tools and supplies to improve drawing and lettering skills. 3. Make decisions in use of media when creating original works of art. | | -Photoshop tools:  Move, Paintbucket, shape, type, eraser  -Knowledge of how to open and save documents  -Demonstrations, discussions, and experimentation using new materials and tools  -Historical context will guide instruction of new information  (Poster and magazine design) | Students will use tools and materials to create 6different compositions.  Students will master use of gradient, paintbrush, eyedropper, and line tool in Adobe Photoshop CS2. | Students will each create a project that is  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  Quiz on 6 types of composition using designs found online. |
| 1st quarter | Individual Logo  1.Explore and apply the elements and principles of design as a foundation for future artwork through discussion of popular logos.  2.Begin working with lettering, layout, and organization of designs to create a logo.  3.Investigate and apply your own knowledge of logos used in advertising. | Students should have mastery of the move tool, paintbucket, shape, type tool, eraser, gradient, paintbrush, eyedropper, and line tool in Adobe Photoshop CS2.  -Understanding of composition  -Understanding of use of color for emotional impact | Students will analyze logos to understand their design impact as well as their historical and cultural aspects.  -KWL graphic organizer freeology.com | -Students will each create a logo project that is  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  *Challenge:*  *-Final design will be placed on a product found on* [*www.vistaprint.com*](http://www.vistaprint.com)*, and then saved in Adobe Photoshop CS2.*  -Class critique | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Quarter/  Dates Taught | | Standard/Indicator/  Description | Prior Skills.Knowledge Needed | | Example/rigor | | Common Assessment | | |
| 1st quarter | | Op Art & Repeating Pattern Artwork  Create a design that demonstrates movement in pattern and line with shape and color. | - Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush, eyedropper,line tool, use of layers palette , and opacity levels in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Radial Design  -Repetition | | -pattern study in fabric design  -Webbing graphic organizer | | -Students will each create a mandala project that is  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  C*hallenge: Final design will be used in Wooly Anaglyph software to make projects visible with 3D glasses.* | | |
| 1st quarter | | Charley Harper | Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush, eyedropper,line tool, use of layers palette , and opacity levels in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Radial Design  -Repetition  -Abstract vs. Nonrepresentational art | | -Charley Harper webquest to find a composition of Harper’s to replicate  -Venn Diagram graphic organizer (life and work) | | -Students will each create a project that is in the same style as Harper.  It will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  *Challenge:*  *Students will incorporate finished design into clothing line. (Harper’s was used by Old* Navy.) | | |
| 1st quarter | | Caricature | | | -Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush, eyedropper,line tool, use of layers palette , opacity levels, and liquefy tools in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Radial Design  -Repetition | | -Students will research or create fictional character.  -Characterization graphic organizer | | Students will each create a caricature project that is  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  *Challenge:*  *-Student use their own project and add a character from another student. A scene should be created where the two characters are interacting.* |
| 1st quarter | | Canned Food Label   1. Create a packaging label that demonstrates unified organization of type, image, and design. | | | -Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush, eyedropper,line tool, use of layers palette , opacity levels, and liquefy tools in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Repetition  -Emphasis  -Unity  -Measurements | | -Groups develop business structure  (Mission statement, goals, food product)  -Student peer critique  in-process with dialectical journal graphic organizer | | - Students will each create a food product package design that is  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  -*Challenge: Proportion and print design to glue onto and actual can/box for final presentation.* |
| 1st quarter | | Painted Flower   1. Begin introduction to digital imaging in Adobe Photoshop to explore basic tools in application of line, color, and shape. | | | -Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush, eyedropper,line tool, use of layers palette , opacity levels, and liquefy tools in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Repetition  -Emphasis  -Unity  -Opacity | | -Research Georgia O’Keeffe  -practice activity creating value with hands-on art materials (pastels, colored pencils, etc.) | | - Students will each create a design project of a small subject matter that is enlarged. Project will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  -*Challenge:Add textat various opacities on top of image layer.* |
| 1st quarter | | Student Initials  Apply the idea of shape to create a thematic collage work based on image and text. | | | Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush (with opacity levels), eyedropper, line tool, use of layers palette , opacity levels, liquefy filter, magic wand, and magnetic lasso tool in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Repetition  -Emphasis  -Unity –Contrast -understanding of process and reason for class critiques  -images as line and shape | | -group activity to build subject matter ideas  -ABCs of Photoshop and design activity | | Students will each create a collage design project that will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  Challenge: Create a background that camouflages the design, then emphasize the initials again. |
| 1st quarter | | Visual Dictionary   1. Demonstrate contrast in type, color, and value when combining text with images. | | | Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush (with opacity levels), eyedropper, line tool, use of layers palette , opacity levels, liquefy filter, magic wand, and magnetic lasso tool in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Repetition  -Emphasis  -Unity  -Contrast  -focal point  -understanding of process and reason for class critiques  -images as line and shape | | -Class discussion of difficult OGT vocabulary for students  -in-progress class critique  -Students will find examples of online images with and without focal points | | Students will each create a design project that will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  Challenge:Use layer shadow options to create composition that gives the illusion of depth. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1st Quarter | Advertisement Poster or Greeting Card  -Create an advertisement that could be used in a magazine or on a poster or billboard that demonstrates focal point in the composition.  -Create a greeting card by organizing layout and connection between word and image in relation to the message and layout design. | Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush (with opacity levels), eyedropper, line tool, use of layers palette , opacity levels, liquefy filter, magic wand, and magnetic lasso tool in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Repetition  -Emphasis  -Unity  -Contrast  -focal point  -understanding of process and reason for class critiques  -images as line and shape | -Students will work together to create a list of persuasive ideas.  (complete cause and effect graphic organizer)  -Class critique of final work | Students will each create a design project that will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  Challenge:Insert card or ad design into a realistic background image so it seems as though the design was originally there. |
| 1st quarter | PHS Agenda Book Design | Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush (with opacity levels), eyedropper, line tool, use of layers palette , opacity levels, liquefy filter, magic wand, and magnetic lasso tool in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Repetition  -Emphasis  -Unity  -Contrast  -focal point  -understanding of process and reason for class critiques  -images as line and shape | -Class discussion of subject matter for designs  -students will each apply elements of one artist’s style their own designs  -Class critique of final work | Students will each create a design project that will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  -Students write written reflection/create presentation about their projects.  (Short-cycle assessment project) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2nd quarter | Stamp Design   1. Create an original digital design based on knowledge of color, design layout, and purpose. 2. Apply computer software and knowledge to organize student folders, works-in-progress, and final projects. | Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush (with opacity levels), eyedropper, line tool, use of layers palette , opacity levels, liquefy filter, magic wand, and magnetic lasso tool in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Repetition  -Emphasis  -Unity  -Contrast  -focal point  -understanding of process and reason for class critiques  -images as line and shape  -filters (some that imply texture) | -Students will research stamp designs from the past  -Pros and Cons graphic organizer to decide between themes for stamp design | -Students will create 4 variations of the same stamp design using filters that will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  Challenge: Students will scale design to standard stamp size, copy multiple times, and print out a sheet of stamps |
|  | Digital Portraits   1. Create a digital self-portrait that has both realistic and unrealistic characteristics. 2. Create a portrait that demonstrates unity between images based on meaning and used of digital tools. | Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush (with opacity levels), eyedropper, line tool, use of layers palette , opacity levels, liquefy filter, magic wand, and magnetic lasso tool in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Repetition  -Emphasis  -Unity  -Contrast  -focal point  -understanding of process and reason for class critiques  -images as line and shape  -filters (some that imply texture)  -realistic, abstract,  non-representational  -face proportions | -study masks across cultures  -2 emotion distortion of a portrait  -graphic organizer: storyboard planning | Students will each create a design project that will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  Challenge: Create a well-balanced composition showing an individual transitioning from a face that is a distorted mask to one that is not. |
|  | Variety of Nine   1. Experiment and alter color to demonstrate repetition and variety in Adobe Photoshop. | Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush (with opacity levels), eyedropper, line tool, use of layers palette , opacity levels, liquefy filter, magic wand, and magnetic lasso tool in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Repetition  -Emphasis  -Unity  -Contrast  -focal point  -understanding of process and reason for class critiques  -images as line and shape  -filters (some that imply texture)  -realistic, abstract,  non-representational  -face proportions  -Photobucket | -study of Pop Art and Warhol  -color wheel  -class critique | Students will each create a design project that will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  Challenge:Create additional project with opposite facial expression from the original. Then place this second project as an overlay with a lower opacity on top of the original project. |
|  | Repeating Pattern/Mandala | Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush (with opacity levels), eyedropper, line tool, use of layers palette , opacity levels, liquefy filter, magic wand, and magnetic lasso tool in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Repetition  -Emphasis  -Unity  -Contrast  -focal point  -understanding of process and reason for class critiques  -images as line and shape  -filters (some that imply texture)  -realistic, abstract,  non-representational  -face proportions  -difference between form and shape  -organic vs. geometric shapes | -Mandalas across cultures activity  (Native American, Christianity, Mayan, Buddhism)  -SQ3R graphic organizer | Students will each create a design project that will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  Challenge: Make this project one that should be viewed with 3D glasses. |
|  | Beauty is… | Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush (with opacity levels), eyedropper, line tool, use of layers palette , opacity levels, liquefy filter, magic wand, and magnetic lasso tool in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Repetition  -Emphasis  -Unity  -Contrast  -focal point  -understanding of process and reason for class critiques  -images as line and shape  -filters (some that imply texture)  -realistic, abstract,  non-representational  -face proportions  -difference between form and shape  -organic vs. geometric shapes  -space(positive vs. negative) | -rap/poetry assignment | Students will each create a design project that will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  Challenge: Create a  quilt-like pattern by changing the original colors in the composition. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Dance Posters   1. Students will combine interdisciplinary concepts of visual art and dance to create a design that applies shape, line, color and use of space.   Cause Poster   1. Choose an issue to create a poster based to communicate awareness, prevention, or protest. | | Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush (with opacity levels), eyedropper, line tool, use of layers palette , opacity levels, liquefy filter, magic wand, and magnetic lasso tool in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Repetition  -Emphasis  -Unity  -Contrast  -focal point  -understanding of process and reason for class critiques  -images as line and shape  -filters (some that imply texture)  -realistic, abstract,  non-representational  -face proportions  -difference between form and shape  -organic vs. geometric shapes  -space(positive vs. negative)  -printing documents (change size to fit media) | | | -study of body language activity  -create silhouetteas organic vs. geometric shapes  -class critique | | Students will each create a design project that will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  Challenge: Create an animation in Photoshop using the silhouette of your dancer OR paste your cause design into a scene where it would be logical to see this type of design. |
|  | Magazine Cover   1. Create a magazine cover that demonstrates your best digital imaging skills through organization, combination of text and images, collage, alterations, as well as use of the elements and principles of design. | | Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush (with opacity levels), eyedropper, line tool, use of layers palette , opacity levels, liquefy filter, magic wand, and magnetic lasso tool in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Repetition  -Emphasis  -Unity  -Contrast  -focal point  -understanding of process and reason for class critiques  -images as line and shape  -filters (some that imply texture)  -realistic, abstract,  non-representational  -face proportions  -difference between form and shape  -organic vs. geometric shapes  -space(positive vs. negative)  -printing documents (change size to fit media)  -text and image as shape to create balanced composition | | | -layout exercises  by using artworks by Peter Max | | Students will each create a magazine design project with their own self-portraits that will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  Challenge:  Scan existing magazine cover. Then change the intended audience for the magazine design. |
|  | Impossible News or Doctoring History   1. Combine images with text to create an illustrated imaginary news story that captures the interests of your readers. 2. Write a news story in paragraph form that demonstrates organization and is relevant to the image produced. | | Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush (with opacity levels), eyedropper, line tool, use of layers palette , opacity levels, liquefy filter, magic wand, and magnetic lasso tool in Adobe Photoshop CS2.  -Color-emotional impact  -Composition  -Repetition  -Emphasis  -Unity  -Contrast  -focal point  -understanding of process and reason for class critiques  -images as line and shape  -filters (some that imply texture)  -realistic, abstract,  non-representational  -face proportions  -difference between form and shape  -organic vs. geometric shapes  -space(positive vs. negative)  -printing documents (change size to fit media)  -text and image as shape to create balanced composition  -detail in craftsmanship  -body proportions | | | -webquest for current events  -study news story format and voice | | Students will each create a design project that will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  Challenge:  Alter story from Odin’s Word. |
|  | | CD Cover   1. Create a design image representing pop-culture in the entertainment media such as a CD or DVD cover. | | Students should have mastery of the paintbucket, shape, type tool, eraser, gradient, paintbrush (with opacity levels), eyedropper, line tool, use of layers palette , opacity levels, liquefy filter, magic wand, and magnetic lasso tool in Adobe Photoshop CS2.  -Color-emotional impact  -Composition/layout design  -Repetition  -Emphasis  -Unity  -Contrast  -focal point  -understanding of process and reason for class critiques  -images as line and shape  -filters (some that imply texture)  -realistic, abstract,  non-representational  -face proportions  -difference between form and shape  -organic vs. geometric shapes  -space(positive vs. negative)  -printing documents (change size to fit media)  -text and image as shape to create balanced composition  -detail in craftsmanship  -body proportions  -images used as line and shape | -class critique | | Students will each create a design project that will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  Challenge:  Create box set design. | |
|  | | Power Point Animation   1. Students will explore the Microsoft Power point program to create a simple animation that employs shape, color, and movement through use of space. | | -new slide, animation tool, edit text and color | Powerpoint animation tutorial | | Students will each create a design project that will be  self-assessed with a rubric. (Composition, craftsmanship, creativity, effort, following instructions)  Challenge:  Create an animation with a introduction, climax, and resolution. | |
|  | | Exam Project: You will create a digital portfolio using power point. Each slide should include a background color, a title or name of the project, your name, and the approximate date of completion. Simple creativity and organization should demonstrate growth in your best works for the semester. | | -Saving and opening artworks  -Editing text and colors | -class critique | | Challenge:  Students as transitions and music to their presentations. Presentations should be ready to publish to a CD/DVD. | |