

Verona Public School District Curriculum Overview

Graphic Design - Digital Illustration



Curriculum Committee Members:

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Supervisors:

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Curriculum Developed:

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Board Approval Date:

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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

Students will learn to use Adobe Illustrator, an industry-standard for designers and illustrators. You will learn about the possibilities and limitations of Adobe Illustrator. Projects will include creating original illustrations, cartoons, logo design, typography and layout.

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>		8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>	
x	A. Technology Operations and Concepts	x	A. The Nature of Technology: Creativity and Innovation
x	B. Creativity and Innovation	x	B. Technology and Society
x	C. Communication and Collaboration	x	C. Design
x	D. Digital Citizenship		D. Abilities for a Technological World
x	E. Research and Information Fluency		E. Computational Thinking: Programming
x	F. Critical thinking, problem solving, and decision making		

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>		Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>	
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.		x	CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.			CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.		x	CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.		x	CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.		x	CRP5. Consider the environmental, social, and economic impact of decisions. x CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order 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.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>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.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) x C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction x C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<ul style="list-style-type: none"> ● Adobe Illustrator 	<ul style="list-style-type: none"> ● Teacher prepared tutorials ● Youtube videos

Curriculum Scope & Sequence

Subject/Grade Level: Visual Arts

Course: Graphic Design - Digital Illustration (*emphasis Adobe Illustrator*)

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
Software Interface/ Digital Organization	3 wks	8.1.12.A.3	<p><i>Students will be able to <u>independently</u> use their learning to:</i></p> <ul style="list-style-type: none"> • be able to use Adobe Illustrator (tools, palettes and features) to create their design ideas. • organize and properly save their files. 	<ul style="list-style-type: none"> • Understanding the benefit of using technology to create and/or enhance their creative ideas. • Understanding that proper file organization will allow a more productive and efficient working environment. 	<p>Can project management skills translate to any other part of your life?</p> <p>How does technology help or hinder your creativity?</p>
Graphic Mark / Logo / Brand Identity	3 wks	1.4.12.A.3 1.4.12.A.2 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.2.12.A.1	<p><i>Students will be able to <u>independently</u> use their learning to:</i></p> <ul style="list-style-type: none"> • create a visually compelling mark that is appealing to a specific audience or conveys an idea. 	<ul style="list-style-type: none"> • Understanding and employing design principles • Understanding and employing color theory • Identifying the difference in color modes • Understanding color management • Sketching • Creating and editing graphical elements and illustrations • Designing for a specific audience and purpose 	<p>How is it possible for shapes and lines to convey a message? Instill trust? Or convince a person to buy a product?</p>

<p>Typography</p>	<p>3 wk</p>	<p>1.4.12.A.2 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.2.12.A.1</p>	<p><i>Students will be able to <u>independently</u> use their learning to:</i></p> <ul style="list-style-type: none"> • create typography that can be used as both a communicative tool and a form of creative expression. • convert abstract concepts into original design solutions. 	<ul style="list-style-type: none"> • Understanding the impact of typography • Understanding the relationship between color, typography, layout, and tone • Designing for readability • Redesigning based on feedback • Applying principles of print design • Designing for audience(s) • Creating an original work 	<p>Can typography visually communicate beyond what the written message is?</p>
<p>Digital Illustration</p>	<p>4 wks</p>	<p>1.4.12.A.2 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.2.12.A.1</p>	<p><i>Students will be able to <u>independently</u> use their learning to:</i></p> <ul style="list-style-type: none"> • practice & apply different theories of form and composition. • demonstrate vector drawing and painting tools and apply their uses appropriately. • create original illustrations with comprehensive layer control, gradients, blends, and other Adobe Illustrator tools. • utilize the software tools to create special effects. 	<ul style="list-style-type: none"> • Understanding and employing design principles • Understanding and employing color theory • Understanding the importance of planning design through sketching, mood boards, and/or storyboards • Understanding that artists and designers should not rely on technology to inspire or create an interesting visual product. Research and planning are both key elements in strong and effective design. 	<p>Is creativity spontaneous?</p> <p>Can anyone be creative or do you have to be artistically talented to be creative?</p>

			<ul style="list-style-type: none"> • manipulate image integration and rasterization elements. • identify illustration styles and well-known digital illustrators. 		
Multi-page Design	4 wks	1.4.12.A.2 8.1.12.A.2 1.3.12.D.2 1.3.12.D.4 1.2.12.A.1	<i>Students will be able to <u>independently</u> use their learning to:</i> <ul style="list-style-type: none"> • communicate design concepts. • organize information into a visually pleasing design that demonstrates organization using design elements and principles. • create a multipage design piece. 	<ul style="list-style-type: none"> • Understanding the importance of presenting information in a visually organized way. 	How can design influence the audience's perspective? Is organization an important part of design?
Portfolio	2 wks	8.1.12.A.2 1.3.12.D.1 1.2.12.A.1	<i>Students will be able to <u>independently</u> use their learning to:</i> <ul style="list-style-type: none"> • plan a portfolio that showcases their best work from all their courses. • reflect on the decisions they made in the planning process for their portfolios. 	<ul style="list-style-type: none"> • Understanding the importance of presenting themselves and their work in professional manner. 	Are first impressions important when presenting yourself and your work to a potential employer? What can we do to ensure success when presenting our self and our design work?