

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where all students are challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially as well as contribute as responsible and productive citizens of our global community.

Mission Statement **Visual & Performing Arts**

The Township of Union Visual & Performing Arts Department strives:
To create an arts' community that is rich with cultural, social & intellectual diversity..... And, through collaborative partnerships between teachers, parents and members of the community at large, offer substantive art & music instruction and diverse artistic and performance opportunities for students of all ages.

Arts Vision Statement

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

OVERVIEW:

Digital Arts 1 is a full year (2 semester) course. It is designed as an introduction to a variety of digital media. Students who wish to pursue their exposure to the digital arts are allowed to enroll in Digital Arts 2, 3 and 4. Projects are designed around the learning of the technology of various media. Areas covered include a wide range of digital media including digital photography, digital imaging, web design, digital filmmaking and multimedia presentation. The students will be exposed to a wide variety of digital artwork, created by both professionals and students. Students will be instructed in the basics underlying the technology of digital imaging, and then encouraged to utilize that knowledge and related skills to experiment with, creating original artwork.

New Jersey Student Learning Standards

Standard 9

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, changes. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11, Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Recommended Textbooks

REFERENCES:

Adobe Photoshop 7.0, *Classroom in a Book*, Adobe Press, 2002

Arnheim, Rudolf, *Visual Thinking*, University of California Press, 1969
McClelland, Deke, *Adobe Cameron, Carolee, Web Design- Concepts and Best Practices*, EMC Paradigm Publishing

Child, John, *Photographic Lighting*, Focal Press, 2001

Cross, Dave, *Photoshop Finishing Touches*, Peachpit Press, 2007

Photoshop CS3 One-on-One, dekePRESS, 2007

Galer, Mark, *Digital Imaging*, Focal Press, 2001

Haynes, Barry, *Photoshop 7 Artistry*, New Riders, 2003

Herko, Robert, *Composing Photographs*, Longmeadow Press, 1990

Kelby, Scott, *7-Point System*, Peachpit Press, 2008

Course Proficiencies

Students will be able to...

1. Students will demonstrate their planning, organizational skills and the use of the creative process toward the development of their projects.
2. Students will be able to complete projects/assignments in full, and submit them by a given deadline.
3. Students will be able to critique artwork both in oral and written form.
4. The students will demonstrate their understanding of the evolution of their artwork and how it develops in complexity by building on prior experience.
5. The students will be able to define the meaning of art

6. The students will understand the basics of composition including picture space, visual movement, balance and the “Rule of Thirds”.
7. The students will know the basic control of camera operations.
8. The students will know the definition and effects of aperture and shutter speed.
9. The students will know how to maneuver the GUI of the Macintosh OSX.
The students will know the filing system of Macintosh OSX as well as the file saving format
10. The students will know how to transfer images form a camera to the computer
The students will understand and be able to use the basic tools in Adobe Pho

Curriculum Units

Unit 1: A Definition of Art Discussion, Understanding Digital Images

Unit 2: Introduction to Macintosh Basics, tools of Photoshop

Unit 3 Photoshop: Overview of Application, Transferring Images From Camera to Computer Photoshop: Layers, Transparency, Blending, Histograms

Unit 4 Photoshop: Manipulating the Image with Filters, Creation of a Surreal Image

Unit 5: Image Acquisition: Photoshop: Scanning, Layers, Basic Mask

Unit 6 : InDesign /Photoshop: Creation of Original Movie Poster/Collage

Pacing Guide- Course

Content

Number of weeks

Unit 1: A Definition of Art Discussion, Understanding Digital Images

3 Weeks

Unit 2: Introduction to Macintosh Basics, tools of Photoshop

4 Weeks

Unit 3 Photoshop: Overview of Application, Transferring Images From

10 Weeks

Camera to Computer Photoshop: Layers, Transparency, Blending, Histograms

Unit 4 Photoshop: Manipulating the Image with Filters, Creation

8 Weeks

of a Surreal Image

Unit 5: Image Acquisition: Photoshop: Scanning, Layers, Basic Mask

4 Weeks

Unit 6 : InDesign /Photoshop: Creation of Original Movie Poster/Collage

8 Weeks

Unit 1;

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>What is art? Definition of art</p> <p>How does photography communicate?</p> <p>How can we understand digital</p>	<p>NJSLs#1.4, 1.2, 1.1, 1.3, CRP7, CRP8, CRP11</p> <p>Definition of art</p> <p>Discussion of art history as seen through the lens of a camera</p> <p>Slide presentation of photographic images,</p>	<p>Students will research the history of photography.</p> <p>Students will look at the work of past and present photographers.</p> <p>Students will write</p>	<p>Rubic</p> <p>Class critique</p>

images?	film and digital, past and present	about the digital image of today	
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Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>What are the basic tools of Photoshop?</p> <p>What are these tools used for?</p> <p>How can these tools enhance the photographic image?</p>	<p>NJSLs#1.4, 1.2, 1.1, 1.3, CRP8</p> <p>Students will be able to identify the basic tools of photoshop.</p> <p>Students will be able to successfully use these tools.</p> <p>Students will be able</p>	<p>Diagram of photoshop tools will be presented</p> <p>Demonstration of tools</p> <p>Experimenting with photoshop tools.</p>	<p>Rubric</p> <p>Class critique</p>

	to use these tools to create a photographic image that is both technical and creative.		
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Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>How does one transfer an image from camera to photoshop?</p> <p>What are layers?</p> <p>What are Blending, Histograms used for?</p>	<p>NJSLs#1.4, 1.2, 1.1, 1.3, CRP5, CRP8</p> <p>Students will be able to transfer their images from their camera to photoshop.</p> <p>Students will understand what the workspace and Histogram are used</p>	<p>Students will be given a shooting assignment to shoot fall.</p> <p>Students will then use the method taught to transfer images into photoshop.</p> <p>Students will successfully complete</p>	<p>Completed image will be graded by rubric.</p> <p>Class discussion and critique</p>

What will transparency for an image?	for.	one image.	
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Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>How can one manipulate the photographic image?</p> <p>What are filters used for?</p> <p>How does one create a surreal image?</p>	<p>NJSLs#1.4, 1.2, 1.1, 1.3, CRP8</p> <p>Students will be able to manipulate the image in photoshop by using the learned tools.</p> <p>Using filters students will explore the possibilities of using a</p>	<p>Students will select one of their images to manipulate.</p> <p>Using filters and other tools previously learned students will create a surreal image.</p>	<p>Rubic</p> <p>Quiz on tools.</p>

	filter on their image and the effects that are caused.		
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Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p>How can one use images from the internet?</p> <p>How does one use a scanner?</p> <p>What are Masks in photoshop?</p>	<p>NJSLs#1.4, 1.2, 1.1, 1.3, CRP7, CRP8</p> <p>Students will be able to use google search engine to locate photo images to use in their work.</p> <p>Students will be able to use the scanner to</p>	<p>Students will be given the assignment to create a team collage, they will be using photos from the internet.</p> <p>Students will also be</p>	<p>Rubric</p> <p>Written 5 paragraph essay on techniques learned to date.</p>

	<p>copy images.</p> <p>Students will be able to use masks in their work.</p>	<p>required to use a scanner to import images from magazines or brochures</p>	
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Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p>What is InDesign?</p> <p>How is InDesign used?</p> <p>How can one communicate visually through InDesign?</p>	<p>NJSLS#1.4, 1.2, 1.1, 1.3, CRP8</p> <p>Demonstration of the uses of InDesign.</p> <p>Presentation on what InDesign is capable of doing creatively.</p> <p>Students will be able</p>	<p>Students will select a movie or theme for a poster.</p> <p>They will use InDesign to then create their artwork.</p>	<p>Rubric</p> <p>Individual written critique.</p>

	to use this program to create their art.		
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New Jersey Student Learning Standards
Academic Area

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in dance, music, theatre, and visual art.

Standard 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts, philosophies, judgment, and analysis to works in dance, music, theatre and visual art.

New Jersey Scoring Rubric

Students will be assessed by the following means:

Critique with fellow classmates.

Critique, one on one with the teacher.

The requirements for the New Jersey Core Curriculum Standards.

Benchmarks for students to reach during the course of the year.

Written essays on their area of work and what they are trying to achieve.

Grading of photographic work in progress as it relates to both technical and creative skill in each content area.

Students will be required to keep a journal to record their experiences and their own artistic journey.

Students will use self-reflection to evaluate their work answering specific questions on their progress.