CURRICULUM GUIDE
VISUAL/PERFORMING ARTS DEPT.

COURSE: Digital Arts II

GRADES: 10 - 12

ADOPTED DATE: JUNE 2015

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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

Digital Arts 2 is a full year (2 semester) course. It is designed to build upon the knowledge and skills learned in Digital Arts 1. Students who wish to pursue their exposure to the digital arts are allowed to enroll in Digital Arts 3 and 4. The emphasis in the first semester is on Digital Photojournalism. This includes both desktop publishing (using state of the art publishing software) and short documentary films (created with Apple iMovie and / or Apple Final Cut Pro). The second semester focuses on Web Site Design, implementing procedures and skills beyond the basics learned in Digital 1. 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. The technology of digital arts is seen as just another of the tools that the artist uses to create his or her art. Most projects are based upon real life application. Students are also afforded the opportunity to work in digital areas of their choice through open projects

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

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

Kelby, Scott, *Photoshop Elements Down and Dirty Tricks*, New Riders / Peachpit, 2006

Meehan, *50 Fast Final Cut Express Techniques*, Wiley Publishing, 2003

Williams, Robin, *Design Workshop*, Peachpit Press, 2007

Software Manuals for:

Manuals for:

Adobe Creative Suite Deluxe Applications:

   (Photoshop, Dreamweaver, Illustrator, InDesign, Flash, Acrobat, Bridge)

Apple iMovie

Apple Final Cut Expr

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 create a short documentary film using Final Cut Express on a serious subject.
6. The students will create an original design for a CD cover and CD packaging using Adobe Photoshop and Indesign.
7. The students will be able to create an original packaging design for a given product, and create a physical prototype of that design.
8. The students will understand the basics of Adobe Flash and be able to replicate a given example of animation.
9. The students will be able to create an original web advertising banner using Adobe Flash.

Curriculum Units

Unit 1: Review of Photoshop Basics/ Review of Basic Compositional Elements

Unit 2: InDesign: Creation of Magazine Cover Layouts

Unit 3: InDesign: Creation of Newspaper Layout , Double Truck

Unit 4: iMovie/Final Cut Pro: Short Autobiography

Unit 5: Design a storybook on a social issue.   Unit 6: Open Design Project

Pacing Guide- Course

Content	**Number of Weeks**
Unit 1: Review of Basic Compositional Elements Review of Photoshop Basics	3 weeks
Unit 2: InDesign: Creation of Magazines Cover Layout	8 weeks
Unit 3: InDesign: Creation of Newspaper Layout , Double Truck	6 weeks

Unit 4: iMovie/Final Cut Pro: Short   10 weeks
Autobiography

Unit 5: Design a storybook on a social issue.   8 weeks

Unit 6: Open Design Project   4-6 weeks

Unit 1;

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(NJSLS)*	Activities	Assessments
What are the basic elements of photoshop? **What do the various tools of photoshop do?**	**NJSLS#1.4,1.1,1.2,1.3** **CRP6, CRP8** **Students will be able to review techniques learned in photoshop digital arts 1.** **Students will be able**	**Students will be given a stock image to work on. They will be required to use the techniques and tools from digital arts 1 to**	**Rubric** **Quiz**

	to demonstrate their understanding of the technical and creative elements of photoshop.	create a new image.	

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(NJSLS)*	Activities	Assessments
How does one create a magazine over? **What is a layout?** **What tools that I have learned in photoshop**	**NJSLS#1.4,1.1,1.2,1.3** **CRP4, CRP5, CRP6, CRP7, CRP8** **Students will be able to create an original magazine cover using their images and**	**Student will select a particular magazine that they want to work on and then using their image and other art they will create a cover.**	**Rubric** **Critique**

can I use to create a magazine cover?	**images from the internet.** **Students will understand how to work on a layout and be able to create one.**	**Students will present their magazine covers to the class and explain their process.**	

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(NJSLS)*	Activities	Assessments
What is a newspaper layout? **What is a double truck?**	**NJSLS#1.4,1.1,1.2,1.3** CRP4, CRP5, CRP6, CRP7, CRP8 **Students will be able to create an original layout for a newspaper.**	**Students will select their theme and use of the layout process to create their art.** **Students will use their organizational skills and the use of the creative process in**	**Individual and class critique** **Students will write a 5 paragraph essay on the process of creating a newspaper layout.**

How can one use In Design to create a newspaper layout?	Students will be able to use the program InDesign to create their work.	developing their ideas.	

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(NJSLS)*	Activities	Assessments
What is imovie? **What is Final Cut Pro?** **What is an autobiography?**	**NJSLS#1.4,1.1,1.2,1.3** **CRP4, CRP5, CRP6, CRP7, CRP8** **Students will be able to create a short autobiography using Final Cut.**	**Students will brainstorm ideas about creating an autobiography.** **They will use imovie and final cut to create**	**Rubric** **Class critique**

		their work. **The final short movie** **will be shown to the** **class with students'** **own explanation on** **the process.**	

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(NJSLS)*	Activities	Assessments
What is a storybook? **What are current** **social issues?**	**NJSLS#1.4,1.1,1.2,1.3** **CRP4, CRP5, CRP6, CRP7,** **CRP8** **Students will be able** **to create a storybook** **using their own ideas.** **Students will be able**	**Through class** **discussions and** **brainstorming** **students will decide** **on individual social**	**Class presentation.** **Rubric**

How can we communicate visually through the art of the Storybook?	**to select a current issue that they are concerned about and create digital images.**	**issue that interests them.** **They will then select one issue of concern and proceed to design a storybook.**	

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(NJSLS)*	Activities	Assessments
What is an open design project? **How does one decide which projects one is interested in?** **What tools and**	**NJSLS#1.4,1.1,1.2,1.3** **CRP4, CRP5, CRP6, CRP7, CRP8** **Students will select a project that they can work on individually.**	**Students will discuss with the teacher their ideas for the open design project.** **Once selected they will use the digital arts**	**Presentation to class.** **Written 5 paragraph essay on their design selection and the process used to their art.**

techniques can one use to create an open design project?	**They will be able to use techniques and tools from photoshop and Indesign to create their art.**	**programs that they have learned to create their own individual projects.**	**Rubric**

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 on 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.