

CURRICULUM GUIDE
VISUAL/PERFORMING ARTS DEPT.

COURSE: **Digital Arts IV**

GRADES: **10 - 12**

ADOPTED DATE: **JUNE 2015**

UPDATED: **DECEMBER 18, 2018**

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 4 is a class designed to allow the student to further explore an area of the Digital Arts that they choose. The student has received instruction in many aspects of digital arts. As prerequisites to this course they have previously taken Digital Arts 1, 2 and 3. In those courses they learned how to scan or expose digital images and manipulate them in Adobe Photoshop, create web sites using Adobe Dreamweaver, create short films using Apple iMovie and Final Cut Pro, create vector artwork with Adobe Illustrator, create desktop publishing work with Adobe InDesign and create presentations using Apple Keynote. Digital Arts will give these students the opportunity to explore which of these areas interests them, and create artwork on a higher level than they were able to do in the basic courses. Over the course of two semesters they will have the opportunity to work in several areas, or concentrate on only one if they wish. Each semester will culminate in the creation of a portfolio of their work.

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

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

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

Course Proficiencies

Students will be able to...

Students will learn intermediate to advanced computer and digital arts skills and will be provided with an artistic experience in a program based on elements that meet or exceed the New Jersey Student Learning Standards. Students will be evaluated on their performance in individual or possibly group projects and their critical analysis of the work. Evaluation will be based on projects created, criticism (both written and oral).

Curriculum Units

Unit 1:

Review of Photoshop

Review of Final Cut Pro & iMovie

Review of Dreamweaver

Review of InDesign

Number of Weeks

8 Weeks

Unit 2: Individual Project #1: Contract & Work

6 Weeks

<u>Unit 3:</u> Individual & Group Critique of Project #1	4 Weeks
<u>Unit 4:</u> Individual & Group Critique of Project #2	6-8 Weeks
<u>Unit 5:</u> Individual & Group Critique of Project #3	8 Weeks
<u>Unit 6:</u> Final Exam Project: Portfolio Submission	4-6 Weeks

Pacing Guide- Course

<u>Content</u>	<u>Number of Weeks</u>
<u>Unit 1:</u> Review of Photoshop Review of Final Cut Pro & iMovie Review of Dreamweaver	8 Weeks

Review of InDesign

- Unit 2:** Individual Project #1: Contract & Work 6 Weeks
- Unit 3:** Individual & Group Critique of Project #2 4 Weeks
- Unit 4:** Individual & Group Critique of Project #3 6-8 Weeks
- Unit 5:** Individual & Group Critique of Project #3 8 Weeks
- Unit 6:** Final Exam Project: Portfolio Submission 4-6 Weeks

Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSL)	Activities	Assessments
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<p>What are the tools of photoshop?</p> <p>What techniques can one use in InDesign to create original art?</p> <p>What is the process of using Dreamweaver?</p>	<p>NJSLS#1.4,1.1,1.2,1.3</p> <p>Students will be able to understand the three different photo applications to create digital works of art.</p> <p>Students will be able to experiment with the tools and techniques learned to date.</p>	<p>Students will receive a review of the tools and techniques of the Adobe InDesign applications.</p> <p>Students will learn new techniques not previous covered.</p> <p>Using stock photo images students will experiment with InDesign.</p>	<p>Students will be tested on the material presented in accordance with a rubric.</p>
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Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLS)	Activities	Assessments
	NJSLS#1.4,1.1,1.2,1.3		

<p>What ideas can one explore with an individual project?</p> <p>What kind of research is necessary to complete this project?</p> <p>What tools in photoshop and InDesign can I use to create my project?</p>	<p>CRP4, CRP5, CRP6, CRP7, CRP8</p> <p>The student will be able to enter into a contract which will specify what the student intends to achieve in his area of choice.</p> <p>The student and instructor will confer to ascertain the progress on the student's work.</p>	<p>Students will work individually on their selected projects. They will first brainstorm ideas and then move into the design and execution stages, until the work has been completed.</p>	<p>Rubric</p> <p>5 paragraph essay on project.</p>
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Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
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<p>How does one create art in a group setting?</p> <p>What is brainstorming?</p> <p>What is the Aha moment in art?</p>	<p>NJSLS#1.4,1.1,1.2,1.3 CRP4, CRP5, CRP6, CRP7, CRP8</p> <p>Students will be able to display comprehension of design elements.</p> <p>They will be able to work in a group setting by initiating ideas and brainstorming with fellow students.</p>	<p>Students will complete their projects and be prepared to present their final work to the class for a critique.</p> <p>Students will work individually and as a group on their projects.</p>	<p>Rubic</p> <p>Class critique</p>
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Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks	Activities	Assessments
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	<i>(NJSL)</i>		
<p>How can a group work together to create art?</p> <p>What obstacles can occur?</p> <p>What kinds planning needs to be implemented?</p>	<p>NJSL#1.4,1.1,1.2,1.3 CRP4, CRP5, CRP6, CRP7, CRP8</p> <p>Students will be able to further their growth in the digital applications they have learned to date.</p> <p>Students will be able to work successfully as a group in creating art.</p>	<p>Students will work as a group on the project that they have selected.</p> <p>Students will use Photoshop and InDesign to create their work.</p>	<p>Written exam on tools and techniques used.</p>

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(NJSL)</i>	Activities	Assessments
	NJSL#1.4,1.1,1.2,1.3		

<p>How can one use past projects to create a new piece of art?</p> <p>What new techniques can be used to create a successful photographic story?</p>	<p>CRP4, CRP5, CRP6, CRP7, CRP8</p> <p>Students will be able to display comprehension of design elements and elements of critique.</p> <p>Students will work together on a group project that they have selected.</p>	<p>Students will use Photoshop and InDesign to create their work.</p>	<p>Rubric</p> <p>Individual written critique</p>
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Unit 6:

<p>Essential Questions</p>	<p>Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)</p>	<p>Activities</p>	<p>Assessments</p>
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<p>How does one create a portfolio?</p> <p>What selection process can one use?</p> <p>How is a portfolio presented for a critique?</p>	<p>NJSLS#1.4,1.1,1.2,1.3 CRP4, CRP5, CRP6, CRP7, CRP8</p> <p>Students will be able to submit a portfolio of work created for the semester.</p> <p>Students will be able to critique their work and the work of others.</p>	<p>Students will begin the selection process of choosing their best work for the semester. They will work to organize their portfolio in the order that is required.</p> <p>They will write an essay on the process.</p>	<p>Rubric</p> <p>Class critique</p>
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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 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 use self-reflection to evaluate their work answering specific questions on their progress.