


Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Digital Art and Design	Art	9-12 BAIMS	0.5
Course Description:			
Digital Art & Design is a digital art class where you will learn the powerful software tools used to create digital art for print such as Adobe Photoshop and Illustrator. You will learn to edit and adjust photographs, create original photo manipulations, original illustrations, and commercial art.			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
N/A		<p>Effectively Communicate in a Global Society: MEDIA LITERACY -Understand both how and why media messages are constructed, and for what purpose -Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors</p> <p>Demonstrate Academic Knowledge and Skills: CRITICAL THINKING AND PROBLEM SOLVING -Collect, assess and analyze relevant information -Reason effectively, use systems thinking -Make sound judgements and decisions, identify, define and solve authentic problems and essential questions, -Reflect critically on learning experience, processes and solutions -Transfer knowledge to other situations.</p> <p>Meaningfully contribute to a global society: COLLABORATION -Demonstrates ability to work effectively and respectfully with diverse teams -Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal -Assume shared responsibility for collaborative work and value the individual contributions made by each team member</p>	
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to Completed Equity Audit	
N/A		 Digital Art and Design - Equity Curriculum Review	
Standard Matrix			

District Learning Expectations and Standards	Principles of Design	Design Process	Typography	Color	Client Project
Creating					
VA:Cr1.1 Investigate, Plan, Make	X	X	X	X	X
VA:Cr2.1 Organize and develop artistic ideas and work	X	X	X	X	X
VA:Cr3.1 Refine and complete artistic work.		X	X	X	X
Presenting					
VA:Pr.4.1 Select, analyze, and interpret artistic work for presentation.					
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.					
VA:Pr6.1 Convey meaning through the presentation of artistic work.					
Responding					
VA:Re7.1 Perceive and analyze artistic work.		X	X		X
VA:Re8.1 Interpret intent and meaning in artistic work.		X	X		X
VA:Re9.1 Apply criteria to evaluate artistic work.				X	
Connecting					
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	X	X	X		X
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.					

Unit Links

Design Process	5
Typography	9
Color	13
Client Project	15

Unit Title:

Principles of Design

Relevant Standards: Bold indicates priority

- VA:Cr.1.1.1a** - Use multiple approaches to begin creative endeavors.
- VA:Cr.2.1.1a** - Engage in making a work of design without having a preconceived plan.
- VA:Cr.10.1.1a** - Document the process of developing ideas from early stages to fully elaborated ideas.

Essential Question(s):	Enduring Understanding(s):
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Cr.1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Cr.2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Cr.10.1 - How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Cr.1.1 - Creativity and innovative thinking are essential life skills that can be developed

Cr.2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Cr.10.1 - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Demonstration of Learning:	Pacing for Unit
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Tests/quizzes
Students will also create a Collage to demonstrate their knowledge of the Principles of Design

7 Classes

Family Overview (link below)	Integration of Technology:
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In this unit students will review the principles of design including Balance, Unity, Variety, Emphasis, Movement, Pattern, Proportion, and Space.

Adobe Photoshop
Adobe Suite

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
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Abstract Ambiguity Comprehensive design Elements of Design Principles of Design Representational Rough sketch Shape Texture Thumbnail sketch Ubiquitous			
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:		
The Principles of design are used throughout all visual communication.	Digital Art involves less skill than traditional art.		
Connections to Prior Units:	Connections to Future Units:		
Review of concepts learned in previous art classes.	The learning in this unit will be used to in their culminating Client Project		
Differentiation through Universal Design for Learning			
UDL Indicator	Teacher Actions:		
<p>Building Knowledge 3.2 Highlight and explore patterns, critical features, big ideas, and relationships</p> <p>Expression & Communication 5.2 Use multiple tools for construction, composition, and Creativity</p>	<ul style="list-style-type: none"> • Highlight or emphasize key elements in text, graphics, diagrams, or formulas. • Use multiple examples and non-examples to emphasize critical features. • Highlight previously learned skills that can be used to solve unfamiliar problems. • Use web applications (e.g., collaborative applications, animation, presentation). • 		
Supporting Multilingual/English Learners			
Related CELP standards:	Learning Targets:		
9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.	<p>An EL can, relying on context, visual aids, and knowledge of morphology in their native language:</p> <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 		
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
What is Digital Art	I can learn and understand the expectations and basics of the Digital Art course	I can listen and respond to group discussion on Digital Art	
Principles of Design	I can learn about and identify the Principles of Design: Balance, Unity, Variety, Emphasis, Contrast, Repetition, Proportion, Movement, Space	I create a collage demonstrating my understanding of one of the principles of design	

Intro to Digital Art and Design Programs	I can apply knowledge of Adobe Photoshop tools to create a graphic image. I can Identify tools used to produce a digital image. I can demonstrate how to create a digital illustration. I can discuss how graphics are used in today's media. I can produce an original image using Adobe Photoshop tools	I can demonstrate understanding of design elements to create a basic image using layer, mask, crop, cut, and paste tools.	Adobe Photoshop
Elements of Design	I can learn about and identify the Elements of Design: Shape, Line, Color, Form, Value, Texture	I create a collage demonstrating my understanding of one of the elements of design	
Intro to Digital Art and Design Programs	I can apply knowledge of Adobe Photoshop tools to create a graphic image. I can Identify tools used to produce a digital image. I can demonstrate how to create a digital illustration. I can discuss how graphics are used in today's media. I can produce an original image using Adobe Photoshop tools	I can demonstrate understanding of design elements to create a basic image using layer, mask, crop, cut, and paste tools.	

Unit Title:

Design Process

Relevant Standards: Bold indicates priority

VA:Cr1.1.IIa - Individually or collaboratively formulate new creative problems based on student's existing artwork.

VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr2.3.IIa - Redesign an object, system, place, or design in response to contemporary issues.

VA:Cr3.1.IIA - Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

VA:Re.7.2.IIa - Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

VA:Re8.1.IIa - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

VA:Cn10.1.IIa - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.

Essential Question(s):

Enduring Understanding(s):

<p>Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>Cr2.3 - How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p>Cr3.1 - What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p>Re7.2 - What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p> <p>Re8.1 - What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>Cr10.1 - How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>	<p>Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed</p> <p>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Cr2.3 - People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Cr3.1 - Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Re7.2 - Visual imagery influences understanding of and responses to the world.</p> <p>Re8.1 - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Cr10.1 -Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Tests/quizzes Students will also create Mood Boards, design sketches, Logos, and Branding.</p>	<p>20 classes</p>
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
<p>In this unit students will learn the process of designing a project from defining the project, researching the topic, generating ideas, design development and implementation.</p>	<p><i>Adobe Suite</i></p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Aesthetic Band-aid solution Bias</p>	

<p>Brainstorm Brand Cliché Clientele Collage Creative spark Culminate Define the problem Design Design for good Design process Final composition Ideation Iteration Logo Market research Mind map Montage Mood board Orient Rough sketches Springboard Stereotype Synonym Target audience Thumbnail sketch Tight rough sketches Ubiquitous Visual communication Visual hierarchy</p>	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	Artists just put ideas together and they work. Digital Art requires less practice.
Connections to Prior Units:	Connections to Future Units:
This unit will connect all elements and principles learned into a concise process for designing a piece of art.	The learning in this unit will be used to in their culminating Client Project
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Building Knowledge 3.2 Highlight and explore patterns, critical features, big ideas, and relationships</p> <p>Expression & Communication 5.2 Use multiple tools for construction, composition, and Creativity</p>	<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, or formulas. ● Use multiple examples and non-examples to emphasize critical features. ● Highlight previously learned skills that can be used to solve unfamiliar problems. ● Use web applications (e.g., collaborative applications, animation, presentation). ●
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:

9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.		An EL can, relying on context, visual aids, and knowledge of morphology in their native language: <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Introduction	I can analyze and understand the strong connections between art and design. I can realize the design process is just a process - not scary! I can start to understand the differences between effective and ineffective designs.	Students will be able to work in small groups to identify and present at least 5 possible problems to a given scenario and come up with 5 possible solutions to fix the problem.	
Define the Problem	I can recognize that information given to me is not always correct and useful. I can pinpoint the actual roots of a problem. I can explore, analyze, and formulate new creative solutions to the presented problems	Students will be able to create two digital mood boards, each supported by research, which represent two potential clientele for a created hypothetical company.	
Learn	I can utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through the design process. I can identify and evaluate types of contextual information useful in solving a particular design problem. I can create a mood board exemplifying a hypothetical company's potential clientele.	Students will be able to create two digital mood boards, each supported by research, which represent two potential clientele for a created hypothetical company.	
Generate Ideas	I can strategize idea generating methods in an effort to come up with more unique ideas. I can identify and evaluate types of contextual information useful in generating lots of ideas. I can create questions, lists, and a mind map in an effort to generate more specific ideas.	Students will be able to come up with many (upwards of 40-50) unique thumbnail sketches of logos based on a business of their choice (or invention).	
Design Development	I can evaluate the effectiveness of their design to influence ideas, feelings, and behavior. I can identify and evaluate types of contextual information useful through the design process. I can engage in constructive critique in order to meet appropriate project goals and vision. I can create three useful logos for a hypothetical company.	Students will be able to create a finished logo utilizing every step of the design process and understand why each step is important	
Implementation	I can demonstrate the design process through experimentation, practice, and persistence. I can focus my design in	Students will create a brand for a company, including logo, tagline,	

	<p>response to contemporary issues. I can utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through the design process. I can create and implement a created brand to their hypothetical company</p>	<p>brand colors, imagery representation, and application onto business card, billboard, clothing, and one other item of students choice.</p>	
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Unit Title:

Typography

Relevant Standards: Bold indicates priority

VA:Cr1.1.Ia: Use multiple approaches to begin creative endeavors.

VA:Cr1.1.IIa - Individually or collaboratively formulate new creative problems based on student’s existing artwork.

VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary practices to plan works of art and design.

VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr2.3.IIa - Redesign an object, system, place, or design in response to contemporary issues.

VA:Cr3.1.IIa - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

VA:Re.7.2.IIa -Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

VA:Re8.1.IIa - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

VA:Cr8.1.IIIa: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

VA:Cn10.1.IIa - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.

Essential Question(s):	Enduring Understanding(s):
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<p>Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>Cr1.2 - How does knowing the contexts, histories, and traditions of art forms help us create works of art and</p>	<p>Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed</p> <p>Cr1.2 - Artists and designers shape artistic investigations, following or breaking with traditions in</p>
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<p>design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>Cr2.3 - How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p>Cr3.1 - What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p>Re7.2 - What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p> <p>Re8.1 - What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>Cr10.1 - How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>	<p>pursuit of creative art making goals</p> <p>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Cr2.3 - People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Cr3.1 - Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Re7.2 - Visual imagery influences understanding of and responses to the world.</p> <p>Re8.1 - People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Cr10.1 - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
Demonstration of Learning:	Pacing for Unit
<p>Tests/quizzes Students will also create various typeset projects</p>	<p>9 Classes</p>
Family Overview (link below)	Integration of Technology:
<p>In this unit students will learn the details of fonts and the symbology that can go into choosing the proper type for the occasion.</p>	<p><i>Class Slideshow, Adobe Suite</i></p>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Alignment Alphabet Ascender Baseline Cap height Centered alignment</p>	

<p>Character Descender Font Font pairing Hand lettering Hierarchy Hieroglyphics Ideograph Justified alignment Kerning Leading Left aligned Line length Pica Pictograph Point Right aligned Sans Serif Symbol Tracking Type Typeface Typography</p>	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Possible connections to word processing and presentation in other classes.	Sans Serifs are better than Serifs. Professionals don;t use free fonts All fonts are already created
Connections to Prior Units:	Connections to Future Units:
Typography is an important element of design to distinguish mood and meaning.	The learning in this unit will be used to in their culminating Client Project
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Building Knowledge 3.2 Highlight and explore patterns, critical features, big ideas, and relationships</p> <p>Expression & Communication 5.2 Use multiple tools for construction, composition, and Creativity</p>	<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, or formulas. ● Use multiple examples and non-examples to emphasize critical features. ● Highlight previously learned skills that can be used to solve unfamiliar problems. ● Use web applications (e.g., collaborative applications, animation, presentation). ●
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
<p>9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p>An EL can, relying on context, visual aids, and knowledge of morphology in their native language:</p> <ul style="list-style-type: none"> ● recognize the meaning of a few frequently

		occurring words, phrases, and formulaic expressions	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Introduction to Typography	I can analyze the role of typography in everyday life. I can explain the effects of functional typography. I can identify experiences or products that need typographic redesign.	Students will be able to analyze typography and explain the effects of functional typography	
Typography in Action	I can analyze the role of typography in everyday life. I can explain the effects of functional typography. I can identify experiences or products that need redesign. I can apply elements and principles of design to real life problems. I can critically evaluate completed design.	Students will illustrate an emotion and encourage self expression within a typographic execution.	
The Language of Type	I can differentiate between serif, sans serif, slab serif, and script typefaces. I can explain the effects of functional typography. I can identify experiences or products that need redesign. I can apply the elements and principles of design to real life problems. I can critically evaluate completed design.	Students will be able to distinguish serif from sans serif typefaces, and practice the use of script typefaces. Students will learn the most important typeface anatomy terms so they can compare and contrast the qualities of serif and sans serif typefaces in selecting a font for a design.	
Font Pairing and Hierarchy	I can pair serif and sans serif typefaces. I can use typography to enhance the meaning of poetry. I can gain insights into meanings of artworks by engaging in the process of critique. I can critically evaluate completed design.	Students will be able to typeset poems, designing a visual hierarchy and paring different fonts until they come up with a scheme that they are happy with. The entire class will contribute to the creation of a book of favorite poems.	12

Unit Title:

Color

Relevant Standards: Bold indicates priority

VA:Cr1.1.IIa - Individually or collaboratively formulate new creative problems based on student's existing artwork.

VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary practices to plan works of art and design.

VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr2.3.IIa - Redesign an object, system, place, or design in response to contemporary issues.

VA:Cr3.1.IIA - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

VA:Re9.1.Ia - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Essential Question(s):

Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Cr1.2 - How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Cr2.3 - How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Cr3.1 - What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Enduring Understanding(s):

Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed

Cr1.2 - Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals

Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Cr2.3 - People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Cr3.1 - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Re9.1 - How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	Re9.1 - People evaluate art based on various criteria.
Demonstration of Learning:	Pacing for Unit
Tests/quizzes Students will develop color boards	2 Classes
Family Overview (link below)	Integration of Technology:
In this unit students will review color theory that looks at color models, Color Relationships, and the concepts of Hue, Saturation, Shade, and Tint.	<i>Adobe Suite</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<u>Vocabulary: Color Models</u> Additive color (RGB, Key Primary colors Subtractive color (CMY) <u>Vocabulary: Color Terms</u> Hue Saturation Shade Tint <u>Vocabulary: Color Relationships</u> Analogous colors Complementary colors Cool colors Split-complementary colors Triadic colors Warm colors	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Stage lighting Application of Color theory to Presentations	Colors are always the same for most people in most circumstances. Warm colors feel smaller and cool colors seem larger.
Connections to Prior Units:	Connections to Future Units:
Review of Color Theory learning from previous Art Classes	The learning in this unit will be used to in their culminating Client Project
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Building Knowledge 3.2 Highlight and explore patterns, critical features, big ideas, and relationships	<ul style="list-style-type: none"> Highlight or emphasize key elements in text, graphics, diagrams, or formulas. Use multiple examples and non-examples to emphasize critical features.

Expression & Communication 5.2 Use multiple tools for construction, composition, and Creativity		<ul style="list-style-type: none"> • Highlight previously learned skills that can be used to solve unfamiliar problems. • Use web applications (e.g., collaborative applications, animation, presentation). • 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.		An EL can, relying on context, visual aids, and knowledge of morphology in their native language: <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Color	I can demonstrate an understanding of the different color models and relationships between colors. I can develop an awareness of color's expressive role in visual culture. I can critically analyze the use of color in media to create thematic and narrative expressions. I can make color compositions exploring the expressive and communicative qualities of the different color relationships. I can constructively critique my peers on their use of color to communicate visually.	To develop the ability to analyze media and build a color palette based on the media's use of color to establish a theme or tell a story. To explore the impact of different color palettes on a common design and to create different, specific expressions in a design through color alone.	

Unit Title:
<h1>Client Project</h1>
Relevant Standards: Bold indicates priority
<p>VA:Cr1.1.IIa - Individually or collaboratively formulate new creative problems based on student's existing artwork.</p> <p>VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary practices to plan works of art and design.</p> <p>VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Cr2.3.IIa - Redesign an object, system, place, or design in response to contemporary issues.</p>

VA:Cr2.3.IIIa - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

VA:Cr3.1.IIA - Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

VA:Cr3.1.IIIa - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

VA:Re.7.2.IIa - Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

VA:Re8.1.IIa - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

VA:Cn10.1.IIa - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.

Essential Question(s):

Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Cr1.2 - How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Cr2.3 - How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Cr3.1 - What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Re7.2 - What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Re8.1 - What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as

Enduring Understanding(s):

Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed

Cr1.2 - Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals

Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Cr2.3 - People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Cr3.1 - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Re7.2 - Visual imagery influences understanding of and responses to the world.

Re8.1 - People gain insights into meanings of artworks by engaging in the process of art criticism.

<p>text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>Cr10.1 - How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>	<p>Cr10.1 -Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Tests/ Quizzes Students will work with a client to develop a Digital Art project. This could include advertising, promotion, presentations, or web content for business or school. This will be a comprehensive project that will culminate the learning of the class.</p>	<p>7 Classes</p>
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
<p>In this unit students will work with a client to develop a Digital Art project. This could include advertising, promotion, presentations, or web content for business or school.</p>	<p><i>Adobe Suite</i></p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Application of previous units vocabulary</p>	
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Students will work with different departments and offices to develop digital art materials for their use.</p>	<p>Digital Art designers work on their own without the need to collaborate with the client.</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>An Application of all prior learning</p>	<p>-</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>Building Knowledge 3.2 Highlight and explore patterns, critical features, big ideas, and relationships</p> <p>Expression & Communication 5.2 Use multiple tools for construction, composition, and Creativity</p> <p>Sustaining Effort and Persistence 8.1 Clarify the meaning and purpose of goals. 8.3 Foster collaboration, interdependence, and collective learning</p>	<ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, or formulas. ● Use multiple examples and non-examples to emphasize critical features. ● Highlight previously learned skills that can be used to solve unfamiliar problems. ● Use web applications (e.g., collaborative applications, animation, presentation). ● Encourage organization of long-term goals into short-term objectives. ● Use prompts or scaffolds for imagining desired outcomes. ● Create community agreements that emphasize learners' ideas for fostering collaboration,

interdependence, and collective learning.

Supporting Multilingual/English Learners

Related CELP standards:

9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.

Learning Targets:

- gather information from a few provided print and digital sources

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Concept Development	I can use the design process to plan and create a project to be used by a client.	I can work with a client to identify a need and develop a project.	
Final Project	I can Define the problem, research, generate ideas, design, and implement a project for a client	I can produce a functional piece of digital art for a client's use.	