

Language of Architecture & Construction (Construction Careers Exploration)

Course Description

Language of Architecture and Construction (Construction Careers Exploration) is a 10.0 credit seminar-style course that exposes students to many career industries and fields. The course is split into two sections, (each consisting of 4 units, which are taken in the freshman's year) in which students are actively taking two (four) of the eight topics/units covered during one academic year. These topics include: Graphic Design; Construction; Drafting-General; Freshmen Seminar; Leadership, Education and Training; Printing; Safety; and Automotive.

Students acquire introductory-level knowledge and skills of these disciplines, and allows them to make an informed decision about their continued program of study in a given career field.

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Pacing Guide		
Unit	Topic	Suggested Timing
<i>COHORT A – 36 weeks of instruction</i>		
Unit 1	Introduction and Overview of Graphic Design	approx. 9 weeks
Unit 2	Introduction and Overview of Construction	approx. 9 weeks
Unit 3	Introduction and Overview of Drafting - General	approx. 9 weeks
Unit 4	Introduction and Overview of Freshmen Seminar	approx. 9 weeks
<i>COHORT B – 36 weeks of instruction</i>		
Unit 5	Introduction and Overview of Leadership, Education and Training	approx. 9 weeks
Unit 6	Introduction and Overview of Printing	approx. 9 weeks
Unit 7	Introduction and Overview of Safety	approx. 9 weeks
Unit 8	Introduction and Overview of Automotive	approx. 9 weeks

Educational Technology Standards

8.1.12.A.3, 8.1.12.D.1, 8.1.12.F.1

➤ Technology Operations and Concepts

- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Example from unit: Students will create and present industry-related career readiness proposal.

➤ Digital Citizenship

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

Example from unit: Students will correctly cite all utilized research, as well as identify appropriate sources.

➤ Critical Thinking, Problem Solving, Decision Making

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Example from unit: Students will assess site-based technology and its use at their assigned internship.

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

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.

Example from unit: Students will articulate skills and practices required of successful employees in the graphic design industry.

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.

Example from unit: Students will utilize technical skills required of the graphic design industry.

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.

Example from unit: Students will articulate working introductory knowledge of graphic design concepts.

Career Ready Practices

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.

Example from unit: Students will utilize technology to transfer graphic design concepts into a digital medium.

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.

Example from unit: Students will work collaboratively to develop materials that are culturally sensitive.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/assignments, and tutorials outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Video lessons online 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Video lesson • Spell-checker • Text speech software 	<ul style="list-style-type: none"> • Adjusted rubrics for projects • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Differentiated Instruction

Strategies to Accommodate Students Based on Content-Specific Needs

- Paired instruction
- Frequent one-on-one, informal and formal meetings
- Frequent revision of individualized goals and objectives
- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Small group instruction

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Elevated Projects Rubrics
- Independent Written and Video Online Tutorials
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Online Learning Communities
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Presentation of unit applicability in professional and education sectors
- Teacher-created Unit Assessments, Topic Assessments, Quizzes
- Industry-applicable DBQs, Essays, Short Answer
- Spot site visits and demonstrations/role-plays
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Game Analysis
- Create an Original Song, Animation, Board Game

Interdisciplinary Connections

English Language Arts

- Close reading of unit-specific industry-related content (NJSLSA.R1)
- Develop a proposal to increase recruitment in a given industry (NJSLSA.W2)

Social Studies

- Research the history of careers in field of site assignment (6.1.12)
- Research prominent historical individuals in a given industry/profession (6.2.12)

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry (1.2.12)
- Create a brochure for a specific industry (1.2.12)

Math

- Unit topic-specific/ industry applications (N.Q.A.1)
- Unit topic-specific/industry projection scenarios (A.CED.A.1)

Science

- Research and discuss latest developments in unit/industry-specific technology (HS-ETS1-4)
- Investigate applicable-careers within the field of the given unit (9.2.12)

World Language

- Translate unit-specific industry content (7.1.ILA)
- Create a translated index of unit-specific industry vocabulary (7.1.ILA)

New Jersey Student Learning Standards

9.3– Career and Technical Education

Career Cluster: Arts, A/V Technology & Communications (AR)

- 9.3.12.AR.1: Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.4: Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AR.5: Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- 9.3.12.AR.6: Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Pathway: Visual Arts (AR-VIS)

- 9.3.12.AR-VIS.1: Describe the history and evolution of the visual arts and its role in and impact on society.
- 9.3.12.AR-VIS.2: Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3: Analyze and create two and three- dimensional visual art forms using various media.

Career Cluster: Information Technology (IT)

- 9.3.IT.13: Compare key functions and applications of software and determine maintenance strategies for computer systems.

Pathway: Web & Digital Communications (IT-WD)

- 9.3.IT-WD.10 - Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

Common Career Technical Core (CCTC)

Career Pathway: Visual Arts

AR-VIS 1 - Describe the history and evolution of the visual arts and its role in and impact on society.

- AR-VIS 1.1 - Compare the changing purposes served by visual arts throughout history.
- AR-VIS 1.2 - Analyze the opportunities for communication through the visual arts.
- AR-VIS 1.3 - Evaluate works of art using critical thinking skills.
- AR-VIS 1.4 - Present written and oral evaluations of visual art works.
- AR-VIS 1.5- Analyze the development of tools and technologies employed in the visual arts.

AR-VIS 2 - Analyze how the application of visual arts elements and principles of design communicate and express ideas.

- AR-VIS 2.1 - Analyze the elements and principles of art applied to visual art forms.
- AR-VIS 2.2 - Analyze the communicative effects of art elements.
- AR-VIS 2.3 - Communicate the purpose of artwork, artists' intentions and the process and materials that were used to achieve it.

AR-VIS 3 - Analyze and create two and three-dimensional art forms using various media.

- AR-VIS 3.1 - Analyze art elements and principles of two-dimensional works of visual art in various media, including drawing, printmaking and computer software.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Text Types and Purposes:

- CCSS.ELA-LITERACY.W.11-12.1.E Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Common Core State Standards (CCSS)

CCSS - Mathematics

Apply geometric concepts in modeling situations

CCSS.MATH.CONTENT.HSG.MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*

CCSS.MATH.CONTENT.HSG.MG.A.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

<p>Course: Language of Architecture & Construction (Construction Careers Exploration)</p> <p>Unit: 1- Graphic Design</p> <p>Grade Level: 9-12</p>	<p>Unit Overview: This unit introduces students to the fundamentals and foundations of art, visual communication, color theory, the design process, typography, technology, and computer art.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.3.12.AR.1, 9.3.12.AR.4, 9.3.12.AR.5, 9.3.12.AR.6, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3, 9.3.IT.13, 9.3.IT-WD.10</p>	
<p>Common Career Technical Core (CCTC): AR-VIS 1.1, AR-VIS 1.2, AR-VIS 1.3, AR-VIS 1.4, AR-VIS 1.5, AR-VIS 2.1, AR-VIS 2.2, AR-VIS 2.3, AR-VIS 3.1</p>	
<p>Common Core State Standards (CCSS): RI.11-12.7, W.11-12.1.E, W.11-12.4, W.11-12.5, W.11-12.7, W.11-12.10, HSG.MG.A.1, HSG.MG.A.3</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Identify the function and purpose of art and its connection to design.</p> <p>NJSLS: 9.3.12.AR-VIS.1</p> <p>CCTC:</p>	<p>What is art?</p> <p>How is art important or necessary?</p> <p>How do we identify and use art every day in life?</p> <p>How does art enhance</p>	<p>Identify the purposes of visual arts historically, by examining works from various time periods.</p> <p>Compare examples of artwork from various periods that serve communal, social,</p>	<p><u>Art History Timeline</u> Present a mini timeline of at least 5 images for the history of art by creating an illustration, graphic presentation, slideshow, etc.</p> <p><u>Visual Writing Prompt</u></p>	<p><u>ArtClyclopedia</u> http://www.artcyclopedia.com</p> <p><u>Timeline for Art History</u> https://www.khanacademy.org/humanities/art-history/art-history-basics/art-1010-ddp</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>AR-VIS 1.1, AR-VIS 1.3, AR-VIS 1.4</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.1.E, CCSS.ELA-LITERACY.W.11-12.4</p>	<p>our lives and make us think better?</p> <p>Who is an artist?</p> <p>How do people express themselves through art today?</p> <p>What do you love about art?</p> <p>What kind of art inspires you?</p> <p>What would life be like without art and self-expression?</p>	<p>religious, or political functions.</p> <p>Identify how works of visual artists communicate the ideas of their culture and religion</p> <p>Defend written and oral evaluations of visual art works.</p> <p>Identify the practical, cultural, personal, and educational functions of art</p> <p>Distinguish between the many varieties of art forms</p> <p>Determine the difference between art and design</p> <p>Articulate the purposes of several pieces of artwork in different</p>	<p>Each student picks and writes a narrative from a selection of art works presented by the teacher</p> <p>Sketching Teacher will present students with a variety of activities to be completed in their sketchbook</p>	<p><u>J.E. Berger Foundation World Art Treasures</u> http://www.bergerfoundation.ch/index.html</p> <p><u>Metropolitan Museum of Art</u> http://www.metmuseum.org</p> <p><u>Museum of Modern Art</u> http://www.moma.org</p> <p><u>Montclair Art Museum</u> https://www.montclairartmuseum.org</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Identify key aspects of graphic design history and the different disciplines it encompasses.</p> <p>NJSLS: 9.3.12.AR.1, 9.3.12.AR.5, 9.3.12.AR.6,</p> <p>CCTC: AR-VIS 1.1, AR-VIS 1.2, AR-VIS 1.3</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.4</p>	<p>What is the role and purpose of graphic design in our society today?</p> <p>How did graphic design begin?</p> <p>How has graphic design changed through time?</p> <p>How is graphic design an integral part of our contemporary society?</p> <p>What choices must a graphic designer make before beginning work?</p> <p>What problem solving skills does a graphic designer need?</p> <p>What career areas does graphic design encompass?</p>	<p>media.</p> <p>Identify the purposes of graphic design historically, by examining works from various time periods.</p> <p>Identify key historical developments in the advertising and the graphic design timeline.</p> <p>Identify implications of technology on the graphic design/advertising industry.</p> <p>Compare examples of artwork that document events and communicate information or ideas with those that arouse emotion by expressing feelings, experiences, or values.</p> <p>Communicate an oral or</p>	<p><u>Graphic Design Timeline</u> Present a mini timeline of at least 5 images for the history of art by creating an Illustration, graphic presentation, slideshow, etc.</p> <p><u>Venn Diagram</u> Create a Venn Diagram that compares and contrasts the differences between a fine artist and a graphic designer</p> <p><u>Writing Response</u> Summarize the educational experience that an aspiring professional graphic designer might have to pursue.</p> <p><u>Sketches</u> Student create a series</p>	<p><u>What is Graphic Design?</u> http://www.northernhighlands.org/cms/lib5/NJ01000179/Centricity/Domain/40/digitalartsdocs/graphic-design-intro.pdf</p> <p><u>Design is History</u> http://www.designishistory.com/this-site/</p> <p><u>History of Graphic Design Timeline</u> http://www.tiki-toki.com/timeline/entry/302294/History-of-Graphic-Design-Timeline/</p> <p><u>The History of Graphic Design:</u> https://www.youtube.com/watch?v=zJ5DxD7iVXM</p> <p><u>A day in the life of a graphic designer</u></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	<p>What is the impact of emerging technologies on graphic design?</p>	<p>written defense for judgment of an artwork.</p> <p>Describe how the fashion, textiles and interior design has changed throughout history.</p> <p>Compare artworks that communicate a variety of artists' intentions including aesthetic appeal, functional design, self-expression, etc.</p> <p>Compare how commercial art is similar/different from "fine" art.</p> <p>Identify and distinguish between the different disciplines and careers graphic design encompasses.</p>	<p>of quick sketches in their sketchbook based on the observation of items placed in front of them</p>	<p>https://www.youtube.com/watch?v=KuK6EDk2T6s</p> <p>How to become a graphic designer https://www.youtube.com/watch?v=cvt5f0U4dPg</p> <p>Book: http://lazarus.elte.hu/cet/publications/13-meissner2.pdf</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Identify important foundation art skills essential for a graphic designer.</p> <p>NJSLS: 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3</p> <p>CCTC: AR-VIS 1.1, AR-VIS 1.2, AR-VIS 2.3, AR-VIS 3.1</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.1.E CCSS.MATH.CONTENT.HSG.MG.A.1 CCSS.MATH.CONTENT.HSG.MG.A.3</p>	<p>How are the building blocks (foundations) of art used in graphic design?</p> <p>How are strengthening drawing skills important for the development of a graphic designer?</p> <p>How are the foundations of art such as drawing, painting, illustration, etc. important for the development of a graphic designer?</p> <p>What is the difference between a sketch and a drawing?</p> <p>How is brainstorming essential for generating ideas and sketches?</p> <p>How does a journal of</p>	<p style="text-align: center;">•</p> <p>Create work that demonstrates shape, volume, depth and dimension.</p> <p>Examine and identify how creating works in traditional art media can be incorporated by a graphic designer</p> <p>Identify ways graphic designers can use traditional art skills</p> <p>Gain an understanding and grasp of drawing skills needed for the ability to translate observation to visual</p> <p>Determine the differences between concept sketching and drawing</p>	<p><u>Journal Writing</u> Summarize the various art foundation skills and why they are important for a well-rounded graphic designer.</p> <p><u>Concept Sketches/Drawings</u> Students will select from a variety of popular tech products presented by teacher to create a few concept thumbnail sketches of what this product may look like in the future. Pick the best thumbnail and draw a final version. Can use color pencils to complete the design.</p> <p><u>Value Scale</u> Create a grey scale consisting of nine values ranging from white to</p>	<p>Graphic Design History: http://www.designhistory.org</p> <p><u>Arts Connected: tools for teaching art.</u> http://www.artsconnected.org</p> <p><u>Glossary of Terms:</u> http://www.keiger.com/Pages/Glossary.asp?str%20Choice=A&strAll=True</p> <p><u>Become a Graphic Designer</u> https://www.lynda.com/learning-paths/Design/become-a-graphic-designer</p> <p><u>Design a Tessellation Online:</u> http://gwydir.demon.co.u</p>

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	<p>sketches and ideas such as a sketchbook aid the creative and production process?</p> <p>Why is it important to sketch and resolve your ideas away from the computer first?</p>	<p>Identify different media artist use that can benefit graphic designers</p> <p>Apply design knowledge, skills, processes, theories and presentation skills to communicate ideas.</p> <p>Demonstrate techniques that create actual and implied texture.</p> <p>Create a work of art by applying color using pencils, markers, airbrush, dry media, water-based media, oil-based media, or computer software.</p>	<p>black with several shades of gray in between.</p> <p><u>Drawing</u> Create 1 original drawing from observation such as a still life or figure drawing. Focus on the geometric shapes that make up the form. Complete the drawing by applying the value scale.</p> <p><u>Perspective Drawing</u> Students will draw an example of 1 point, 2 point, and 3 point perspective. They can draw geometric forms, letters, etc.</p> <p><u>Technical Drawing</u> Draw a Tessellation using geometric shapes and designs. Create 1 in just black and white designs and another one</p>	<p>k/jo/tess/tess.htm</p> <p>Value Scale: http://www.thedrawingso urce.com/value- scale.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
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<p>Identify the relationship between the elements and principles of art.</p> <p>NJSLS: 9.3.12.AR-VIS.2</p> <p>CCTC: AR-VIS 2.1, AR-VIS 2.2 AR-VIS 3.1</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.1.E</p>	<p>What are the elements of art?</p> <p>Why do we need to know the elements of art?</p> <p>How are the elements of art incorporated into graphic design?</p> <p>Where do I see art elements and design in both the man-made and natural world?</p> <p>What are the Principles of Design?</p> <p>Why do we need to know the principles of art?</p> <p>What is the major difference between the elements and principles of art?</p>	<p>Identify art elements, including line, color, shape and texture in various media.</p> <p>Develop analysis of art works derived from the descriptive elements, including form, medium, style and subject matter.</p> <p>Identify the effects communicated by various types of line, including straight, curved, horizontal, vertical and diagonal.</p> <p>Apply elements of art, including line, color, shape and texture to create art forms in various two-dimensional media.</p>	<p><u>Drawing</u> Create small or thumbnail compositions representing each of the elements of art in your sketchbook.</p> <p><u>Drawing</u> Create small or thumbnail compositions representing each of the elements of art in your sketchbook.</p> <p><u>Writing Assessment</u> Write a 3-paragraph essay on why knowledge and application of the elements and principles in graphic design is essential. Introduce the essay with an explanation of the elements and principles. Continue writing how the</p>	<p><u>The Elements of Art:</u> https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf</p> <p><u>The Elements and Principles of Art:</u> http://www.oberlin.edu/amam/asia/sculpture/documents/vocabulary.pdf</p> <p><u>The 7 Elements of Art (Video)</u> http://study.com/academy/lesson/what-are-the-seven-elements-of-art-definition-examples.html</p> <p><u>The ABC's of Art: The Elements and Principles of Design. PDF:</u> http://www.lwsd.org/school/mann/SiteCollectionDocuments/Activities/artdoc</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	<p>How do elements and principles of design shape artwork and graphic design?</p> <p>How are the principles of art used to create successful and aesthetically pleasing compositions?</p> <p>Why is it so important to understand the Elements and Principles of Art when looking at and analyzing art and Graphic Design?</p>	<p>Identify art principles, including balance, movement, emphasis and contrast in various media.</p> <p>Compare samples of work that use contrast, unity and emphasis.</p> <p>Compare asymmetrical and symmetrical images communicating balance.</p> <p>Compare repetition and pattern in fabric and other applications that communicate rhythm.</p> <p>Examine use of contrasting or unusual proportion to communicate ideas in various artworks.</p> <p>Demonstrate drawing in one-point, two-point and multi-point perspective.</p>	<p>elements and principles work and why they are important in art and graphic design. Conclude with a summary and your overall thoughts.</p>	<p>ent/10.%20%20ABC's%20of%20Art.pdf</p> <p>Black and White: http://awesomeartists.com/ART/AWESOMEARTISTS_PDFs_ETC/ABCsOfART_BOOKLET_B&W_ElementsAndPrinciplesOfDesign_2015.pdf</p> <p>Principles of Art (Video) http://study.com/academy/lesson/what-are-the-principles-of-art-definition-examples.html</p>

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<p>Describe and identify color as functional design element.</p> <p>NJSLS: 9.3.12.AR-VIS.2</p> <p>CCTC: AR-VIS 1.3, AR-VIS 1.4, AR-VIS 2.2</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.1.E</p>	<p>How is color made?</p> <p>What are the psychological effects of certain colors?</p> <p>How is mood or feeling conveyed through color?</p> <p>How does color relate to meaning in artwork?</p> <p>What role does color play in graphic design?</p> <p>How does color relate and interact with each other?</p> <p>How is a color wheel useful in exploring color relationship?</p> <p>How can learning about color improve your design abilities?</p>	<p style="text-align: center;">•</p> <p>Identify use of primary, secondary and complementary colors in various media.</p> <p>Define tint, shade, hue and value in relation to color theory.</p> <p>Identify messages or meanings that colors communicate in various cultures.</p> <p>Describe additive and subtractive colors, hue, tint, value, and shade.</p> <p>Demonstrate how to use the color wheel as a tool for selecting color harmonies and color schemes</p> <p>Describe and discuss the different results of color relationship and</p>	<p><u>Drawing</u> Create a sample color wheel in your sketchbook. Use primary color pencils only.</p> <p><u>Journal Writing</u> Students will each select from a variety of art forms (painting, illustration, photography, etc) and evaluate the way color is used to convey meaning. Students are specifically analyzing the psychological effects that certain colors have on them and supporting their observation in writing.</p> <p><u>Word Wall</u> Create a word wall in the classroom. Have students identify key</p>	<p><u>Adobe Color CC Color Wheel</u> https://color.adobe.com/create/color-wheel/</p> <p><u>Primary, Secondary, and Complementary Colors</u> http://www.technologystudent.com/designpro/prico11.htm</p> <p><u>Color Psychology:</u> https://creativemarket.com/blog/2015/08/05/10-brilliant-color-psychology-infographics</p> <p><u>The Psychology of Color:</u> http://visual.ly/psychology-color-1</p> <p><u>Color Psychology Marketing:</u></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		psychology in design. <ul style="list-style-type: none"> Identify ways graphic designers use color to convey 	terminology to be added to the wall. They can draw and color a keyword on an index card or similar. This can be continued and revisited toward the end of each SLO.	http://coschedule.com/blog/color-psychology-marketing/
<p>Identify the purpose and importance of the design process and how it is essential to the creative process.</p> <p>NJSLS: 9.3.IT-WD.10</p> <p>CCTC: AR-VIS 2.3</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.1.E</p>	<p>What is the difference between imagination and creativity?</p> <p>In what ways can an artist enhance their creative process?</p> <p>What are some behaviors that can support and inspire creativity and innovative thinking?</p> <p>What motivates and sustains an artist or designer in their practice</p>	<p>Demonstrate an understanding of the creative process that involves being able to solve visual communication problems from beginning to end.</p> <p>Identify ways that an artist can develop behaviors that support creativity and innovative thinking</p> <p>Describe ways to build aesthetic awareness and appreciation of art in a</p>	<p><u>Writing Assessment</u> Write a summary reflecting the design process, explaining the problem-solving process, identifying the root cause of a problem, generating and considering possible solutions, choosing the best solution, and evaluating outcomes.</p> <p><u>Drawing</u> Create small images in your sketchbook that represent each of the steps of the design</p>	<p><u>The Creative Process Document:</u> www.geoffpetty.com/downloads/WORD/CreativeProcess.doc</p> <p><u>The Design Process:</u> http://www.pbslearningmedia.org/resource/adptech12.sci.engin.design.idsp/roccess/the-design-process/</p> <p><u>Graphic Design Process (PDF):</u> http://circlemedia.com.au/pdf/GraphicDesign.pdf</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	<p>or career?</p> <p>What are the steps of the design process?</p> <p>Why do designers use the design process to solve design challenges?</p> <p>How do designers use the design process to improve products used in our daily lives?</p> <p>How does a designer use the design process to determine whether a particular direction in their work is effective?</p>	<p>specific audience.</p> <p>Identify and describe the essential steps of the design process</p> <p>Identify skills essential to a designer for proper implementation of the design process</p> <p>Identify ways, graphic designers can use the design process, including editing/revising a product to meet a client's needs</p> <p>Identify ways graphic designers can use the creative and design process, including developing multiple design ideas to determine the best solution for a product.</p> <ul style="list-style-type: none"> • 	<p>process</p> <p><u>Design Process Poster</u> Teacher assigns design process steps to groups. Each group creates a visual that will be added to a large poster board to be displayed in the classroom. This display will serve as reference for students throughout the year.</p>	

Unit Vocabulary

Graphic Design
Design
Sketching
Drawing
Elements of Art
Line
Shape
Color
Texture
Value
Space
Form
Principles of Art
Balance
Contrast

Pattern
Movement
Emphasis
Unity
Rhythm
Primary Colors
Tint
Tone
Shade
Typography
Resolution
Design Process
Illustration
Creativity
Imagination

Suggested Unit Projects

Choose At Least One

<p>Create an original black and white illustration using pencil only. Students should relate or make a connection to the subject matter in the drawing whether it is an animal or inanimate object. The drawing will incorporate the elements and principles of art, specifically value.</p>	<p>Students will create an original pen and ink illustration. This can be a technical drawing that incorporates type and design. This can also be a geometric pattern in a form of Mandala art or a tessellation.</p>
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Suggested Structured Learning Experiences

<p>Metropolitan Museum of Art 1000 5th Ave New York, NY 10028 1-800-662-3397 http://www.metmuseum.org</p> <p>Modern Museum of Art 11 West 53rd St New York, NY 10019 1-212-708-9400 https://www.moma.org</p>	<p>Brooklyn Museum of Art 200 Eastern Parkway Brooklyn, NY 11238 https://www.brooklynmuseum.org</p> <p>Discovery Times Square: Interactive Museum NYC 226 West 4th Street New York, NY 10036 http://www.discoverytsx.com</p>
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