Visual Arts Curriculum

Commercial Art 1 Lab

(Units 1 & 2)
Course Description

Foundations of Commercial Art prepares art students in how to use artistic techniques to effectively communicate visual ideas and information for consumer audiences using graphics, illustrations and introduces students to various art careers in the field of graphic design and advertising. The structure of the class simulates a professional graphic design studio through discussions on concepts, alternatives, solutions and deadlines by way of critiques and rubric criteria. Students will develop an art vocabulary, skill and knowledge focusing on the principles and elements of art and allow them to explore, in depth, a wide variety of art techniques and processes in both traditional and state-of-the-art simulations including: hand drawing and illustration, color theory and application, culture and history of design, design layout, typography, digital photography, printing techniques, safety and begin to develop skills needed in preparation for traditional portfolio presentation. This course provides a foundation for the prelude to Commercial art 1,2,3 and Illustration Drawing.

This course has been designed based on a Spiral Curriculum – all areas of study are interrelated and continually overlap throughout the year. It is upon the instructor’s discretion to pace according to the needs and areas to strengthen student’s skills, concepts and or technical development, and follow at a pace unique to each individual learner.

Foundations of Commercial Art (Units 3-5) is in coordination with the applications of Foundations of Commercial Art Lab (Units 3-5)
<table>
<thead>
<tr>
<th></th>
<th><strong>Pacing Chart</strong></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Color Theory</strong>: introduction to the basic color wheel, understand primary, secondary, tertiary, complementary, analogous colors and difference between warm and cool colors, psychological effects of color, mood, strategies used for cultural connection, emphasis and utilize color as a functional design element of perception and visual communication</td>
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<td>1.1.12.A.1</td>
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<td>1.1.12.D.1</td>
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<td>1.1.12.D.2</td>
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<td>1.3.12.D.3</td>
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<td>1.4.12.B.2</td>
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<tr>
<td>2</td>
<td><strong>Principles and Elements of Art /Design</strong>: introduction to learn the basics of effective layout composition, effectively utilize design principles in design solutions, understand the process of design from thumbnail sketches to development through comprehensives and understand how functional design leads the viewer’s eye</td>
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<td>1.2.12.A.2</td>
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<td>1.4.12.B.3</td>
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3

- **Drawing Skills:** drawing is the initial base for creative expressions in commercial art and illustration, draw to develop motor skills, range of drawing problems in a variety of media (pencil, charcoal, ink, watercolor, marker) emphasized, attention directed toward various subject matter: human anatomy, natural, architectural, found forms, concentration on the development of surface characteristics of line, shape, value, texture will be stressed.

4

- **History of Typography and Design:** introduction to the history of letterforms and the functions of typography, understand the use of typography as an essential element of design, aesthetic application of typographic text arrangement, image and importance of type relationships, learn the anatomy of type, differences between type styles and recognize type families, typeface selection,
<table>
<thead>
<tr>
<th>Commercial Art Tools:</th>
<th>Project Analysis/ Critique:</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify and handle the tools of the trade in an accurate and safe manner, use of cutting board with lineup precision to measure and cut mats, presentation boards, precision and accurate use of ruler and t-square, demonstrate appropriate use of light table for elements in design, demonstrate safety when handling tools such as razor blades, x-acto and mat knives, utilize all tools of the trade with various projects</td>
<td>analyze, describe, interpret in traditional group setting, pairs, individuals, self reflection project worksheet, articulate using art vocabulary</td>
</tr>
</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
  - 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.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple 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.
<table>
<thead>
<tr>
<th>Career Ready Practices Standards</th>
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</thead>
<tbody>
<tr>
<td>CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</td>
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</tbody>
</table>

**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, change practices or inform strategies. 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.

# Differentiated Instruction

## Accommodate Based on Students' Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Comprehension</td>
<td>• Teacher-made checklist</td>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Precise step-by-step directions</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Short manageable tasks</td>
<td>• Reference resources to promote independence</td>
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<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Brief and concrete directions</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td>• Provide lecture notes/outline/video/audio recording.</td>
<td>• Provide a warning for transitions</td>
<td>• Provide immediate feedback</td>
<td>• Graphic organizers</td>
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<td></td>
<td>• Playing partners</td>
<td>• Small group instruction</td>
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<td></td>
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<td>• Emphasize multi-sensory learning</td>
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<tr>
<td><strong>Assistive Technology</strong></td>
<td><strong>Tests/Quizzes/Grading</strong></td>
<td><strong>Behavior/Attention</strong></td>
<td><strong>Organization</strong></td>
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<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
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<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
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<td>• Smart phone recordings</td>
<td>• Easier arrangement to play.</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
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<td></td>
<td>• Verbalization of music being played</td>
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<td>• Color code materials</td>
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</tbody>
</table>
# Enrichment

**Accommodate Based on Students' Individual Needs: Strategies**

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

- Listening Outlines
- Timelines
- Maps
- Charts
- Graphic Organizers
- Oral Report
- Role Playing
- Multiple Response Strategies (Response Card, Whip-around, Think-Pair-Share, Table Talk, Quick Response, Oral/Choral Response, White Boards)
- Concept Mapping
- Short/Extended Constructed Response Items
- Quizzes
- Journal Entries/Reflections/Quick-Writes
- Projects
- Portfolio
- Observation
- Graphic Organizers/Concept Mapping
- Presentations
- Homework
# Interdisciplinary Connections

## English Language Arts & History/Social Studies Grades 9-10 Common Core Standards Key Ideas and Details:

**RH.9-10.1**: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**RH.9-10.3**: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones.

## English Language Arts Standards

**WHST.9 – 10.1 a-e**: Write arguments focused on discipline-specific content.

**WHST.9-10.2 a-f**: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**Production and Distribution of Writing**

**WHST.9-10.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.9-10.7**: 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.

**WHST.9-10.8**: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**WHST.9-10.9**: Draw evidence from informational texts to support analysis, reflection, and research.
New Jersey Student Learning Standards (NJSLS):

1.1.12.D.1

**Content Statement:** Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

**Cumulative Progress Indicator:** Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

1.1.12.D.2

**Content Statement:** Stimuli for the creation of artworks can come from many places, including other arts disciplines.

**Cumulative Progress Indicator:** Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

1.2.12.A.1

**Content Statement:** Cultural and historical events impact art-making as well as how audiences respond to works of art.

**Cumulative Progress Indicator:** Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2

**Content Statement:** Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship.

**Cumulative Progress Indicator:** Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.12.D.1

**Content Statement:** Visual statements in art are derived from the basic elements of art regardless of the format used to create the art. There are also a wide variety of art media each having it’s own materials, processes, and technical application methods for exploring solutions to create problems.

**Cumulative Progress Indicator:** Create two and three dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as art mediums and application methods.

1.3.12.D.2

**Content Statement:** Symbols convey meaning agreed upon by a group of culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.

**Cumulative Progress Indicator:** Use symbols to create personal works of art based on selected age appropriate themes. Using oral stories as a basis for pictorial representation.

1.3.12.D.3

**Content Statement:** The artist’s understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

**Cumulative Progress Indicator:** Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art medium, and techniques used.

1.3.12.D.4

**Content Statement:** Artists interpret/render themes using traditional art and techniques media and methodologies as well as new art media and methodologies.

**Cumulative Progress Indicator:** Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple
art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

1.3.12.D.5

**Content Statement:** Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.

**Cumulative Progress Indicator:** Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three dimensional, and emulate those styles by creating an original body of work.

1.4.12.A.1

**Content Statement:** Recognition of fundamental elements within various arts discipline (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks

**Cumulative Progress Indicator:** Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2

**Content Statement:** Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.

**Cumulative Progress Indicator:** Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3

**Content Statement:** Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.

**Cumulative Progress Indicator:** Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4

**Content Statement:** Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.

**Cumulative Progress Indicator:** Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

1.4.12.B.1

**Content Statement:** Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.

**Cumulative Progress Indicator:** Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.2

**Content Statement:** The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.

**Cumulative Progress Indicator:** Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.4.12.B.3

**Content Statement:** Art and art-making reflect and affect the role of technology in a global society.

**Cumulative Progress Indicator:** Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
## Grade: 9  
**Unit: 1**  
**Color Theory**  
**Topic: Elements of Art**

**Description:** Students will do further practice to better understand color psychology and the mechanics of making and mixing colors.

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Sample Activities</th>
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</thead>
</table>
| Students will learn about additional aspects of color and color theory | What is the significance of color groups?  
How is this new information helpful?  
How do marketing companies research and target consumer audiences?  
Are failures the stepping stones to success? Why would that be? | Organization, recording skills mixing, blending color to achieve desired hue/tint/shade  
Effectively show harmony, emphasis color schemes  
Watercolor layering, washes, brush stroke control, acrylic  
Pencil, color pencil layering: applied pressure | promotional piece (flyer) for school, vary school colors  
comic book cover, use color emphasis  
US Postage Stamp of an historical area or place of interest, research and use colors that portray the image |
<table>
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<tr>
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<th>Skills</th>
<th>Sample Activities</th>
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<tbody>
<tr>
<td>Students will be able to define the meanings of all principles and elements of art</td>
<td>What steps do you need to create a work of art? How many principles should be in a work of art? What is meant by size relationship in a compositional layout?</td>
<td>Effectively balance positive and negative space Identify shapes in negative space that balance with positive space Proportional element relationships Proximity of all compositional elements, to unify(harmony) or not</td>
<td>design an AD for an existing product design a front and back label for a bottle design a bag label for a natural product, promote “green use” Design a spec sheet for a tool (hammer, etc.)</td>
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</table>
### NJDOE Student Learning Objective

- Students will evaluate exemplar print advertisements
- Students will compare and contrast exemplar print advertisements and summarize and highlight similarities
- Students will create and illustrate various forms of advertising pieces

### Essential Questions

- Is typography secondary to an image in a poster or advertising composition?
- The basic concept of Gestalt is when many parts seem as one. How would this apply to typography in advertising?
- Are typefaces considered a form of design?
- Are the principles of emphasis and harmony essential components to typography design?

### Skills

- perspective
- hieratic scaling
- capture realistic similarity
- draw in correct proportion
- value shading
- light source

### Sample Activities

- Create a new product: design and illustrate an ad
- create a spec sheet for the product - illustrate and label parts
- Illustrate product: show three sides, exaggerate one, in one point perspective to emphasize
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will recognize the function of typography in various forms</td>
<td>The basic concept of Gestalt is when many parts seem as one. How would this apply to typography in advertising? Is typography secondary to an image in a poster or advertising composition? Are typefaces considered a form of design? Are the principles of emphasis and harmony essential components to typography design?</td>
<td>Hand lettering/letter anatomy Emphasize by contrast elements Harmony by consistency Precision, motor skills</td>
<td>illustrate a word with shadowing Gestalt logo design: negative space image, incorporated with type Design an advertisement for a candy bar: image, headline, body copy</td>
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<tr>
<td>Students will assess the relation to all elements in commercial art advertising</td>
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<tr>
<td>Students will summarize elements required for effective commercial art</td>
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**Grade: 9**

**Unit: 5 Commercial Art Tools & Project Analysis/Critique**

**Critique using principles and elements of art**

**Description:** Students will learn to accept criticism and strategize a new approach to reconstructing their artwork.

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Sample Activities</th>
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</thead>
<tbody>
<tr>
<td>Students will assess the workings and expectations having to do with a quality presentation</td>
<td>Why are organized folders in computer applications essential to graphic design? Why is it important to use art materials and tools properly? What are the best practices for blade safety? Why is presentation the final deciding factor for admittance into a contest or exhibit? What is meant by standard measuring spec?</td>
<td>Proficient in software application setup proper line up along a straight edge or curve for precision cut bevel cut Steady hand and eye coordination Paper rotation to cut on a curve Proper measurements, use of a ruler</td>
<td>Review; spell check, frequent saving, resize, organize: create files for specific folders, keyboard shortcuts Setup pages for typography project become familiar and exercises with font tools, color menu Identify, use computer applications and peripherals in graphic design utilize grid on cutting board for proper placement to make</td>
</tr>
<tr>
<td>Precise mat, paper cuts</td>
<td>Proper handling and use of exacto, matt knife</td>
<td>Students will critique and self-monitor the development of their artwork.</td>
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<tr>
<td>Dimension and measurements of various objects, artwork</td>
<td>Use of scrap paper to protect working area on artwork</td>
<td>Students will defend all elements of their artwork.</td>
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<tr>
<td>Use of drawing table, T-square, triangle</td>
<td>Use of light table</td>
<td>Students will support the integrity of a chosen project objectively and</td>
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<td>How can the critique process help you to grow as an artist?</td>
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<td>Are all works of art aesthetically pleasing to all?</td>
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<td>Are aesthetics a component to the critique process?</td>
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<td>Recognize and name the obvious principles that stand out</td>
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<td>Clearly explain function of elements that support the obvious principles to be objective</td>
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<td>Self evaluate/ verbalize: redirect, assess new approach resulting from critique session</td>
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<td>Write an analysis of four label designs, compare contrast</td>
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<td>Utilize various assessments as examples below:</td>
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<td>Self reflection worksheet</td>
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<td>Self/peer scoring sheet</td>
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<td>Rubric scoring chart</td>
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| | | Writing analysis: experience,
Students will rework their artwork based on constructive criticism.

**Unit Vocabulary**

**Color Theory:** prism, color wheel, color groups: primary, secondary, complementary, tertiary, analogous, warm, cool. Color schemes, hue, neutral, contrast, triad, value, monochromatic, tint, shade, tone, intensity, bright, dull, contrast, red, blue, yellow, green, purple, orange, brown, non-colors black and white, indigo, magenta, pixels, resolution, Impressionism, blending, mixing, strokes, layering, applied pressure, watercolor paper, drawing paper, medium weight, light weight texture, brush, natural fibers, sable, synthetic fibers, man made, color pencil, drawing pencil.

**History of Typography in Design:** typeface, typestyle, font, font family, legibility, initial caps, typography, letter spacing, alignment, rag right and left, flush right and left, kerning, character, sans serif.

**Project Analysis/Critique:** analyze, bias, classify, compare, determine, discuss, distinguish, establish, evaluate, explain, explore, hypothesis, identify, illustrate, infer, observe, outline, prove, recall, relate.

**Principles and Elements of Art/Design:** Principles: balance, emphasis, harmony, variety, movement, rhythm, proportion. Elements: color, hue, intensity, value, line, texture, shape, form. lead in, white space, negative space, positive space, foreground, middleground, background.

**Drawing Skills:** Drawing Skills: drawing pencil, ebony pencil, H and B pencils, medium, perspective, proportion, value, tint, cast, shade, tone, gray scale, contrast, chiaroscuro, foreground, middleground, background, strokes, rule of thirds, iconic, lead ins, perspective, one point perspective, horizon line, viewer’s eye level, foreshortening, lighting.
serif, ascender, descender, body copy, lowercase, uppercase, point size, leading, bold, italic, condensed, mock up, body copy.

**Commercial Art Tools:** cutting board, grid, cutting mat, light table, placement, precise, exacto knife, matt knife, protect working area, pristine presentations, French curves, rotate, curve, line up, straight edge, bevel cut

| There are other art vocabulary terms that are not listed and would be explored through class discussion. |  |
## Resources

- [http://ilovetypography.com/](http://ilovetypography.com/)
- [http://www.typeforyou.org/](http://www.typeforyou.org/)
- [http://fontfeed.com/](http://fontfeed.com/)
- [http://www.artbusiness.com/weberrors.html](http://www.artbusiness.com/weberrors.html)
- [http://www.colormatters.com/color-and-design/basic-color-theory](http://www.colormatters.com/color-and-design/basic-color-theory)