Visual Arts Curriculum

Commercial Art Drawing & Illustration / 10-12th Grade

(Units 1,2,3,4)
Course Description

Commercial Art Drawing & Illustration prepares art students to research, plan and self-direct their projects, to further develop individualized techniques, skills and concentrate in specific areas of interest within the commercial arts, to effectively communicate visual ideas and information for consumer audiences using graphics, illustrations and introduces students to specific art careers of interest 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, deadline urgency and responsibilities, by way of critiques and rubric criteria. Students will become further disciplined in articulating learned art vocabulary, and knowledge focusing on the principles and elements of art and continue to explore art techniques and processes in both traditional and state-of-the-art simulations including: Adobe Photoshop, Illustrator, MicroSoft Word and or available software program, hand drawing and illustration, color theory and application, culture and history of design, design layout, typography, digital
photography, safety and further develop traditional portfolio presentation. Effectively use tools, equipment, media and processes related to the various areas of commercial art.

- Effectively use tools, equipment, media and processes related to the various areas of commercial art
- Experience and create original art and design of varied media through the use of traditional and contemporary methods and technologies
- Demonstrate, through the creative process, an understanding of the elements and principles of artistic design in original two and three-dimensional artwork
- Demonstrate awareness of and adherence to known health and safety standards.
- Demonstrate an awareness of deadlines and their importance to the completion of many commercial assignments.
- Use description, analysis, and judgement about visual relationships based upon esthetics value to improve his/her ability to communicate via word and image.
- Cultivate an awareness of commercial art related careers.

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.
### Pacing Chart – Unit 1,2,3,4

<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>CCSS</th>
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</thead>
</table>
| 1  | **Color Theory:** Broaden skills and deepen working knowledge of the basic color wheel, primary, secondary, tertiary, and complementary color emphasis, analogous color similarities, difference between warm and cool colors, contrasting colors, and the commercial art industry’s psychological strategy to create a visual effect and communicate to consumer impulsive desires, to “want” and “buy” a product, channeled through all types of media | 1.1.12.A.1, 1.1.12.D.1, 1.1.12.D.2, 1.1.12.D.4, 1.3.12.D.3, 1.4.12.B.2 | **Timeline**
This course has been designed based on a Spiral Curriculum – all areas of study are practiced at the same time and at each student’s individual pace, yielding the skills needed to be a successful commercial artist |
| 2  | **Principles and Elements of Art /Design:** Broaden skills and deepen working knowledge for effective layout composition, effectively utilize and identify principles and elements 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 | 1.1.12.D.1, 1.1.12.D.2, 1.2.12.A.2, 1.3.12.D.1, 1.3.12.D.2 |
| 3 | **Drawing Skills:** Broaden skills and deepen working knowledge for creative solutions to 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 | **Typography and Design Composition:** Broaden skill and deepen knowledge of letterforms and the functions of typography, understand the use of typography as an essential element of design, aesthetic application of typographic text |

### Timeline
This course has been designed based on a Spiral Curriculum – all areas of study are practiced at the same time and at each student’s individual pace, yielding the skills needed to be a successful
| 5 | **Commercial Art Tools:** 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, introduction to the basic operating skills of Adobe Illustrator, Photoshop, Microsoft Word and or available software programs | 1.1.12.D.2  
1.3.12.D.4  
1.4.12.B.2 |
| 6 | **Project Analysis/ Critique:** Deepen knowledge and constructively accept and give criticism and | 1.1.12.D.1 |
analyze, describe, interpret in traditional group setting, pairs, individuals, self reflection project worksheet, articulate using art vocabulary

| 1.1.12.D.2 |
| 1.3.12.D.4 |
| 1.3.12.A.2 |
| 1.4.12.B.1 |
| 1.4.12.B.2 |

yielding the skills needed to be a successful commercial artist
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.
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.

- **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 Practices

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.
Career Ready Practices

- **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.
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.

- **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>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</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>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
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<td></td>
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<td>Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<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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<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td></td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
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<th>Recall</th>
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<td>Teacher-made checklist</td>
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# Enrichment

**Accommodate Based on Students individual Needs: Strategies**

- Adaption 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

**Suggested Formative/Summative Classroom Assessments**

- Artists statements
- Unit Assessments, Quizzes (art history content, elements and principles content)
- Critiques/Reflection time
- Accountable Talk, Debate, Oral Report, RolePlaying, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Google Classroom - Written Classwork, Tutorials, Homework
- Self-Reflection Analysis Form (question, answer format - analyzing finished art work), Short Answers
- Thumbnail sketches, Color Schemes, Posters, Advertisements, Graphic Charts, Illustrations, Real Life Drawing Skills
- Artists statements
- Rubrics/ Scoring sheet for Self and Peer
New Jersey Core Curriculum Content Standards (NJCCCS):

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 dependant 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.

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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.
Interdisciplinary Connections

**Math:** Measuring, using appropriate tools, proportion scale. Geometry learning for angles and sketching, two-dimensional shapes and three-dimensional forms. Anatomy of typography

**Science:** Color theory, including psychological impact and light source. Human anatomy

**Language Arts:** Listening and modeling, art vocabulary. Art and copy executions and concepts for such writing applications as poetry, screenwriting, advertising and graphic novel writing.

**History:** Technology advances, cultural and social influences. Art history timelines

**Careers:** Various career paths in commercial art
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
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<tbody>
<tr>
<td>Students will apply psychology of color between cultures in relationship to advertising, color interaction with one another through color group selection, record for successful outcomes and analyze successful use of color in selected art works. How is color</td>
<td>What are color banners? What type of media would have color banners? How is color repetition effectively used in advertising and illustration? Do backgrounds and type headings vary in color percentages? How does color vary in illustrations? What circumstance would</td>
<td>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</td>
<td>Basics of Design: By Lisa Graham <a href="http://blog.visme.co/visual-advertising-techniques/">http://blog.visme.co/visual-advertising-techniques/</a> Design Basics: By David A. Lauer, Stephen Pentax Gray Scale chart/ for each student</td>
<td>Students will research, plan and develop their individual projects through observation, experimentation, sketch practices to mastery. Individualized projects will encompass and are not limited to: illustration, cartooning, various advertising media</td>
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</table>
repetition effectively used in advertising and illustration?

Examine the backgrounds and type headings vary in color percentages in various pieces.

Investigate the differences of colors in illustrations.

Determine different circumstances that can warrant color variation.

warrant it color variation?

What is meant by a four color printing job? Would this process apply to all type of media and illustrations?

What is the significance of color groups?

How is this new information helpful?

How do marketing companies research and target consumer audiences? Do marketing companies target animation consumers? How do they do it?

Are failures the stepping stones to success? Why would that be?

**Color and How to Use It:** By William F. Powell

**Choosing & Mixing Colors For Painting:** By Jeremy Galton
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<tr>
<td>Students will be able to apply and define the meaning of all principles and elements of art, they will strategize and plan visual effects based on the thoughtful use of positive and negative space, and create effective lead in.</td>
<td>Explain how the elements in a work of art create the illusion of visual weight? How many different ways could you rearrange the elements in your ad or composition and maintain effective communication? What principles of art were you trying to achieve in your advertising piece or composition? How many principles should</td>
<td>Visual awareness / whitespace, visual weight 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>Principles and Elements of Art : wall chart Art in Focus (text book) Basics of Design: By Lisa Graham Design Basics: by David A.Lauer, Stephen Pentak Poster in History: by</td>
<td>Students will research, plan and develop their individual projects through observation, experimentation, sketch practises to mastery. Individualized projects will encompass and are not limited to: illustration, cartooning, various advertising media, painting, drawing, mixed media Concentration in a</td>
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</table>
ways you could rearrange the elements in a ad or composition.

Demonstrate the proper way to maintain effective communication in an Ad.

Evaluate the principles of art seen in different Ad components or compositions.

### Grade: 10-12

#### Unit: 3 Drawing Skills

#### Topic: Illustrate

**Description:** Students will concentrate on developing their own artistic styles and draw in perspective.

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<tr>
<td>Students will create and illustrate objects, advertising materials and caricatures.</td>
<td>Are sketches drawn in the traditional pencil in hand method? What type of technology simulates this method? Are there any differences between the two drawing methods? Why are real life drawing skills needed for commercial art? How many sketches does an animation artist draw for a character?</td>
<td>perspective, hieratic scaling, capture realistic similarity, draw in correct proportion to correctly distort, value shading, light source</td>
<td><strong>Rembrandt, Charles Ethan Porter and Janet Fish</strong> study of light source: individual artist google research</td>
<td>Students will research, plan and develop their individual projects through observation, experimentation, sketch practises to mastery. Individualized projects will encompass and are not limited to: illustration, cartooning, various advertising media, painting, drawing, mixed media. Concentration in a</td>
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<tr>
<td>Demonstrate modern technology used in art away from pencil sketches.</td>
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<td></td>
<td><strong>Caricature 101 - How to Exaggerate</strong></td>
<td></td>
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<tr>
<td>Evaluate the use of real life drawing in commercial art.</td>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=tL4M5Jhkz1A">https://www.youtube.com/watch?v=tL4M5Jhkz1A</a></td>
<td></td>
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<tr>
<td>Analyze the process of character creation</td>
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<td></td>
<td><strong>Dynamic Anatomy</strong> (Revised and Expanded): by Burne Hogarth</td>
<td></td>
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as an artist.

<table>
<thead>
<tr>
<th>particular subject matter</th>
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<tbody>
<tr>
<td>Understanding Linear Perspective</td>
</tr>
<tr>
<td>2 - 4 minute comprehensive tutorials/ on separate body parts</td>
</tr>
<tr>
<td>Human anatomy proportional guide sheets</td>
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[How to draw backgrounds](https://www.youtube.com/watch?v=SCW9D2GytHo) (one point perspective)

[Understanding Linear Perspective](https://www.youtube.com/watch?v=on2FKHdsSaCM&list=PLq8nFC4tfSzC8F&index=5)

[Human anatomy proportional guide sheets](https://www.youtube.com/watch?v=on2FKHDsaCM&list=PLq8nFC4tfSzC8F&index=5)
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<td>Students will recognize the function of typography in various forms and in relation to all elements in advertising media and various illustrations if applicable</td>
<td>How many ways can typography be unified in printed, digital media? 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? How many typefaces should be</td>
<td>Hand lettering/ letter anatomy Emphasize by contrast elements Harmony by consistency Precision, motor skills Drawing templates: french curves, circles</td>
<td>Poster in History (New Concise N A L Edition): by Max Gallo American Type Play: by Steven Heller, Gail Anderson The Anatomy of Type: by Stephen Coles Logo Type: by Michael Evamy Designing With Type: by James Craig and Watson Guptil, New York, NY</td>
<td>Students will research, plan and develop their individual projects through observation, experimentation, sketch practices to mastery. Individualized projects will encompass and are not limited to: illustration, cartooning, various advertising media, painting, drawing, mixed media Concentration in a</td>
</tr>
</tbody>
</table>
advertising. Demonstrate typography as a secondary to an image in a poster or advertising.

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be mindful of all workings and expectations having to do with a pristine presentation to better</td>
<td>Why are organized folders in computer applications essential to graphic design? Why is it important to use art</td>
<td>Proficient in software application set up proper line up along a straight edge or curve for precision cut bevel cut</td>
<td>Adobe illustrator, Photoshop, Microsoft Word and or available software <a href="https://www.youtube.com/watch?v=seXAwAFCp">https://www.youtube.com/watch?v=seXAwAFCp</a></td>
<td>Become familiar with new tool skills Review; spell check, frequent saving, resize, organize: create files for specific folders</td>
</tr>
</tbody>
</table>

Grade: 10-12 Unit:5 Commercial Art Tools Topic:Traditional and software Description: Students will handle tools of the trade correctly and safely
Prepare for their portfolios.

Demonstrate and introduced the basic operating skills of Adobe Illustrator, Photoshop, Microsoft Word and or available software program.

Investigate the use of a standard measuring spec in art.

<table>
<thead>
<tr>
<th>materials and tools properly?</th>
<th>Steady hand and eye coordination</th>
<th>u8 (How to cut (X-acto) like an architect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the best practices for blade safety?</td>
<td>Paper rotation to cut on a curve</td>
<td><a href="https://www.youtube.com/watch?v=oHj6hu_2AzU">https://www.youtube.com/watch?v=oHj6hu_2AzU</a> How to Read an Inch Ruler.mp4</td>
</tr>
<tr>
<td>Why is presentation the final deciding factor for admittance into a contest or exhibit?</td>
<td>Proper measurements, use of a ruler</td>
<td></td>
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<tr>
<td>What is meant by standard measuring spec?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>,keyboard shortcuts</th>
<th>Setup pages for typography project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify, use computer applications and peripherals in graphic design</td>
<td></td>
</tr>
<tr>
<td>Utilize grid on cutting board for proper placement to make precise mat, paper cuts</td>
<td></td>
</tr>
<tr>
<td>Proper handling and use of exacto, matt knife</td>
<td></td>
</tr>
<tr>
<td>Dimension and measurements of various objects, artwork</td>
<td></td>
</tr>
<tr>
<td>Use of scrap paper to protect working area on art work</td>
<td></td>
</tr>
<tr>
<td>Use of drawing table, T-square, triangle</td>
<td></td>
</tr>
<tr>
<td>Use of light table</td>
<td></td>
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</tbody>
</table>
Grade: 10-12  

**Unit 6: Project Analysis/ Critique**

**Topic:** Critique using principles and elements of art

**Description:** Students will understand the importance to accepting constructive criticism as a means to strengthen their design skills

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
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<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| Students will develop an ability to critique, defend, and support the integrity of a chosen project objectively and rework their artwork based on constructive criticism | Does the critique process ever cease? Why or Why not?  
Are all works of art aesthetically pleasing to everyone?  
Are aesthetics a component to the critique process? | recognize and name the obvious principles that stand out  
clearly explain function of elements that support the obvious principles to be objective | [https://www.youtube.com/watch?v=0xQBFpP7Pfk](https://www.youtube.com/watch?v=0xQBFpP7Pfk)  
4 Tips on How to Deal with Criticism Like a Boss | Self evaluate; redirect, write assessment to new approach resulting from critique session  
“Round table discussion”, (table talk, spontaneous)  
Observe, listen, justify using specific art terminology in align with the principles/ elements |

Sample Activities:

- Self evaluate; redirect, write assessment to new approach resulting from critique session
- “Round table discussion”, (table talk, spontaneous)
- Observe, listen, justify using specific art terminology in align with the principles/ elements
is beneficial as it organizes the particular areas to analyse and has score indicators based on 4 thru 1, 4 being the highest value and each category has a final score such as example below:

<table>
<thead>
<tr>
<th><strong>Comprehensive Sketches</strong></th>
<th><strong>10</strong></th>
<th><strong>Totalscore</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>minimum 3 of each sketches/thumbnails</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>score</strong></td>
<td></td>
</tr>
<tr>
<td>some influence, no plagiarism</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>score</strong></td>
<td></td>
</tr>
<tr>
<td>sketching / use of tracing paper overlays (see design changes, development as opposed to erasing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>score</strong></td>
<td></td>
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<tr>
<td>creativity , simplicity, unique</td>
<td></td>
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</tbody>
</table>

Verbal coherent explanations, target specific areas within a work of art, omitting personal likes, dislikes

Utilize various assessments as examples below:

- Self reflection worksheet
- Self/peer scoring sheet
- Rubric scoring chart
- Writing analysis: experience, process verbal analogies,critique
This scoring system can be for multiple purposes: individual student progress score, peer scoring and or a gradebook value. Each column gets a total score. All total scores (from four columns) will be added up and final score would be as the example below:

16 - 14 points = 4 = A
13 - 10 points = 3 = B
9 - 7 points = 2 = C
6 - points = 1 = D

4 - shows excellent precision to: creativity, technique- skill, attention to details, handling of media, knowledge of principles in conjunction to elements, lay-out presentation neatness
3 - shows good precision
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>to:</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>shows some precision</td>
<td>to:</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>shows lack of effort</td>
<td>to:</td>
<td></td>
</tr>
</tbody>
</table>
### 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.

**Typography and Design Composition:** typeface, typestyle, font, font family, legibility, initial caps, typography, letter spacing, alignment, rag right and left, flush right and left, kerning, character, sans serif, serif, ascender, descender, body copy, lowercase, uppercase, point size, leading, bold, italic, condensed, mock up, body copy, Gestalt

**Commercial Art Tools:** cutting board, grid, cutting mat, light table, placement, precise, exacto knife, matt knife, protect working area,

**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,

There are some of art vocabulary terms that are not listed and would be explored through class discussion.
pristine presentations, french curves, rotate, curve, line up, straight edge, bevel cut, Adobe Illustrator and Photoshop, software, applications

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