Digital Art 1A/1B

CTE Industry Sector: Arts, Media, and Entertainment

Career Pathway: Design, Visual, and Media Arts

Entry-Level Job Titles: Digital Animator, Artistic Director, Commercial Artist, Web Designer, Museum Curator

CBEDS Code(s):   7216 Introduction to Visual/Commercial Art

Course Description: This introduction course provides an introduction to the commercial application of design principles to communicate on a two-dimensional plane. Students will create, manipulate, and analyze artistic elements and media used to express feelings and communicate ideas. Students will study the historical and cultural development of two-dimensional arts and its impact as a communications tool. Students will become familiar with current practices and applications including computer design and career focused traditional arts disciplines.

Course Hours: 180

Course Goals: Students will:
1. Receive an introduction to the Digital Media Arts.
2. Explore themes and topics in a variety of art styles and media.
3. Define theories and the fundamentals of art and the principles of design.
4. Utilize multiple software applications.
5. Design and produce works in various digital mediums.
6. Inform, persuade and entertain audiences based on art production.
7. Analyze, reflect and critique art produced by self and others.
8. Gain knowledge of the technical skills required to be successful in related industries.

Course or Student Objectives:
This course provides an introduction to the Digital Media Arts. Students will develop an appreciation for traditional and contemporary artistic expression. Students will attain an understanding of the historical and contemporary role of video/film media and its influence on society and culture. Students will work individually and in collaborative groups to design, create, critique, and present two and three dimensional visual and digital media projects using technology and industry based software, including but not limited to Adobe Illustrator, Adobe PhotoShop, Adobe Premiere, Adobe Animate, Adobe InDesign, all common in the professional world. In addition, they will develop their skills in critical thinking, problem solving, writing, analysis and presentation.

Course Standards

Industry Sector Anchor Standards
<u>Arts, Media, and Entertainment</u>

<u>1.0 Academics</u> - Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.

<u>2.0 Communications</u>
Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
2.1 Recognize the elements of communication using a sender–receiver model.
2.2 Identify barriers to accurate and appropriate communication.
2.3 Interpret verbal and nonverbal communications and respond appropriately.
2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

<u>3.0 Career Planning and Management</u>
Integrate multiple sources of career information from diverse formats   to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)
3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
3.3 Explore how information and communication technologies are used in career planning and decision making.
3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.7 Recognize the importance of small business in California and global economies.
3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with WS 11-12.6)
4.1 Use electronic reference materials to gather information and produce products and services.
4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
4.5 Research past, present, and projected technological advances as they impact a particular pathway.
4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

5.0 Problem Solving and Critical Thinking
Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
5.1 Identify and ask significant questions that clarify various points of view to solve problems.
5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)
6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
6.6 Maintain a safe and healthful working environment.

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
7.1 Recognize how financial management impacts the economy, workforce, and community.
7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to changing and varied roles and responsibilities.
7.4 Practice time management and efficiency to fulfill responsibilities.
7.5 Apply high-quality techniques to product or presentation design and development.
7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
7.8 Explore issues of global significance and document the impact on the Arts, Media, and Entertainment sector.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
8.1 Access, analyze, and implement quality assurance standards of practice.
8.3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards.
8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
8.5 Analyze organizational culture and practices within the workplace environment.
8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)
9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
9.5 Understand that the modern world is an international community and requires an

expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.

10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

11.4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

Career Pathway Standards:
Design, Visual, and Media Arts

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.

A1.2 Identify and use the principles of design to discuss, analyze, and create projects and
A1.3 Describe the use of the elements of art to express mood in digital or traditional artwork found in the commercial environment.
A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.
A1.5 Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production.
A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.
A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
A1.8 Compare how distortion is used in a variety of media to modify the message being communicated.
A1.9 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.
A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem.
A2.4 Use visual metaphors in creating an artistic product.
A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.
A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.
A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.

A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.
A3.1 Identify and describe the role and influence of new technologies on contemporary arts industry products across multiple industry applications.
A3.2 Describe how the issues of time, place, and cultural influence are reflected in a variety of artistic products.
A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.
A3.4 Identify art in international industry and discuss ways in which the work reflects cultural perspective.

A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications.
A3.6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures.

A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.
A4.2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).
A4.3 Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective.
A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project.
A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.
A4.6 Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.

A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.
A5.1 Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.
A5.2 Explore the role of art and design across various industry sectors and content areas.
A5.3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society.
A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.
A5.5 Create a commercial artistic product that communicates a cross-cultural or universal theme.
A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.
A5.7 Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.

A6.0 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
A6.1 Evaluate the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
A6.2 Analyze the way in which authors through the centuries have used archetype drawn from myth and tradition in literature, film, political speeches, and religious writings.
A6.3 Debate the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (philosophical approach).

A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or

descriptive writing assignments.
A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone.
A7.3 Enhance meaning by employing rhetorical devices, including extended use of parallelism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
A7.5 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.
A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.
A8.5 Differentiate writing processes, formats, and conventions used for various media.
A8.6 Analyze and assess technical support options related to various media and design arts.
A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

Key Academic Standards from the Academic Alignment Matrix

Language Standards
11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading Standards
11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the

source text. (Include at least one play by Shakespeare and one play by an American dramatist.).

11-12.1. Cite strong and thorough textual evidence to support analysis of what the, text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. 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.

Writing Standards

11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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.

11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. 11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Geometry Standards

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

Instructional Units

Unit 1	Topic: **Elements of Art**	Class Hrs.	20	Lab Hrs.	15

Description: Students will:
Understand the basic elements of art and how they are used in a variety of digital media.
Answer questions about the use of the elements of arts.
Identify the elements and analyze how they are used in different digital mediums.
Apply the knowledge of the elements of art to completed works.
Create personal works of art and/or designs using a variety of industry based software.
Prepare a portfolio piece using one or more of the elements
of art.

Anchor Standards: 4.1, 6.3, 6.4, 6.6, 7.4, 10.3
Pathway Standards: A1.3, A2.6, A4.0
Academic Standards: WS 11-12.6, RSTS 9-10, 11-12.4, SLS 9-10, 11-12.1, WS 11-12.6

Unit 2	Topic: **Principles of Design**	Class Hrs.	20	Lab Hrs.	15

Description: Students will:
Apply the relationship of the elements of art to the principles of design.
Define design principles and practices.
Review various types of design, media selection, and visual communication concepts such as composition, typography, and color.
Use and implement the design principles to achieve specific digital media and visual communication goals.

Anchor Standards: 4.1, 6.4, 6.6, 7.4, 10.3
Pathway Standards: A1.2, A2.6, A4.0
Academic Standards: WS 11-12.6, RSTS 9-10, 11-12.4, SLS 9-10, 11-12.1, WS 11-12.6

Unit 3	Topic: **The Design Process**	Class Hrs.	20	Lab Hrs.	15

Description: Students will:
Comprehend the design process and its sequence.is a problem-solving process
Define the systematic manner of steps in the design process.
Apprehend that the ability to experiment, to value and learn from mistakes, and build on the experience achieved is the hallmark of a truly successful and creative individual.
Apply different Industry based software
Develop and define skills of each step of the design process.
Think creatively when solving a problem and strengthen their creative critical-thinking abilities.

Anchor Standards: 8.3, 8.4, 8.6, 9.2, 11.5
Pathway Standards: A1.1, A2.3, A2.6, A3.6, A4.4, A5.1
Academic Standards: WS 11-12.4, WS 11-12.6, SLS 11-12.1b

Unit 4	Topic: **The Application of Art and Design**	Class Hrs.	20	Lab Hrs.	15

Description: Students will:
Build their visual communication skills and understanding through using the elements/principles of design.
Understand the design process in a wide range of digital media.
Identify and select media for different purposes appropriate for the end product.
Apply a variety of techniques and processes appropriate for the software used.
Develops student's skills as an exploratory tool in communicating different ideas.
Observe and select visual information from the world around them.
Utilize primary sources to work from direct observation.
Communicate and express creative ideas for their portfolio.

Anchor Standards: 4.1, 6.4, 6.6, 7.4, 10.3, 9.2, 11
Pathway Standards: A1.1, A1.2, A2.3, A2.6, A3.6, A4.0, A4.4, A5.1
Academic Standards: WS 11-12.6, RSTS 9-10, 11-12.4, SLS 9-10, 11-12.1, WS 11-12.6

Unit 5	Topic: **Function/Form in Visual Communication**	Class Hrs.	20	Lab Hrs.	15

Description: Students will:
Explore digital media and how it is applied in the world.
Understand digital media and it communicates multiple messages in multiple ways. Define digital media's relevance to and is part of their everyday lives.
Learn several ways to communicate a message, while not sacrificing their design.
Research and apply how different people create or make different meanings depending on cultural experiences.
Demonstrate the industry specific skills needed to quickly convey a visual message using colors and shapes to apply deeper meaning and connection.
Understand how individuals, groups, and products are represented visually and how to interpret the meanings of the representations.

Anchor Standards: 2.5, 2.6, 3.4, 3.6, 3.8, 4.3, 7.8
Pathway Standards: A1.1-1.9, A2.5, A3.1, A3.6, A4.2-4.5, A5.1, A7.1, A8.2, A8.7
Academic Standards: LS 9-10, 11-12.6, SLS 11-12.2, WS 11-12.6, SLS 9-10, 11-12.1

Unit 6	Topic: **Digital Imaging**	Class Hrs.	20	Lab Hrs.	15

Description: Students will:
Describe and apply the scope and nature of digital photography.
Select appropriate equipment for use in digital photography and explain how this technology enables digital images to be captured.
Control the effects created in a digital photograph and explain how digital images can be transferred effectively from a camera (or scanner) onto another device (eg. a computer, video monitor, television set, etc).
Apply techniques that can be used to process digital photographs using Adobe Photoshop to achieve improved or changed images, as well as, proper use of those images in Adobe Illustrator.
Implement industry standard techniques to produce altered images and of special effects that can be created with digital photographs.
Create portfolio pieces effectively using digital photography.

Anchor Standards: 7.3, 7.4, 8.6, 9.1-7, 10.1-4
Pathway Standards: A1.8, A1.9, A2.1-2.9, A3.6, A4.4, A4.6, A5.5-5.7, A7.1, A8.1-8.7
Academic Standards: SLS 9-10, 11-12.1, SLS 11-12.1d, SLS 11-12.1b, WS 11-12.6

Unit 7	Topic: **Vector Illustration**	Class Hrs.	20	Lab Hrs.	15

Description: Students will:
Differentiate between raster and vector graphics as well as utilize vector software to create a visual artwork.
Develop skills in the construction of vector graphics.
Describe the difference between using vector and raster based software.
Refine skills and knowledge of Adobe Illustrator.

Anchor Standards: 7.3, 7.4, 8.6, 9.1-7, 10.1-4
Pathway Standards: A2.1-2.9, A3.3, A3.6, A4.4, A4.6, A5.5-5.7, A7.1, A8.1-8.7
Academic Standards: SLS 9-10, 11-12.1, SLS 11-12.1d, SLS 11-12.1b, WS 11-12.6

Unit 8	Topic: **Animation**	Class Hrs.	20	Lab Hrs.	15

Description: Students will:
Define the range of traditional and digital techniques used in stop-motion
Apply 2-D or 3-D computer animation.
Determine basic theory and mechanics behind animation
Develop observational and drawing skills.
Exemplify fundamental principles of character design, layout and storyboarding.
Synthesize animations.
Create computer generated lighting and backgrounds.

Refine computer animation production techniques used to create a short animation project.
Comprehend styles and techniques in animation have changed over time.
Review animation from the first animated films to present feature length animations.
Gain perspective on this rapidly changing art form.

Anchor Standards: 7.3, 7.4, 8.6, 9.1-7, 10.1-4
Pathway Standards: A2.1-2.9, A3.6, A4.4, A4.6, A5.5-5.7, A7.1, A8.1-8.7
Academic Standards: SLS 9-10, 11-12.1, SLS 11-12.1d, SLS 11-12.1b, WS 11-12.6

Unit 9	Topic: **Professional Portfolio**	Class Hrs.	20	Lab Hrs.	15

Description: Students will:
Plan, design, and create personal professional digital portfolios.
Include accomplishments, works in progress, or personal history.
Share print, design, and present interactive work in a variety of media.
Focus on design and content that will communicate well and optimize employers' perceptions.
Create the portfolio pieces using Adobe Illustrator, Photoshop and Animation.
Design new pieces that feature the work they have completed throughout the year.
Critique work to help analyze what pieces will be featured in their portfolio.

Anchor Standards: 2.4-2.6,3.1, 3.3, 3.5, 7.5, 8.6, 10.4, 11.1-11.5
Pathway Standards: A2.1, A2.5, A3.1, A5.6, A8.2
Academic Standards: LS 9-10, 11-12.6, SLS 11-12.2, SLS 9-10, 11-12.1, SLS 11-12.1d, WS11-12.6

Totals	Class Hrs.	180	Lab Hrs.	120	Class Hrs.	180

Unit Competencies or Objectives (or may be listed under each of the units above)

Unit 1: Upon completion of this unit, the student is able to:

1	Identify and describe each element of art as well as sketch or present an example..
2	Evaluate an artwork based on the use of each element of art.

Unit 2: Upon completion of this unit, the student is able to:

1	Identify and describe each principle of design as well as sketch or present an example.
2	Evaluate an artwork based on the use of each principle of design.

Unit 3: Upon completion of this unit, the student is able to:

1	Apply problem solving skills to effectively generate ideas for creative solutions.
2	Experiment using different industry-based software to develop and refine skills of each step of the design process, and learn to think creatively when solving a problem, ultimately strengthen their creative critical-thinking abilities.

Unit 4: Upon completion of this unit, the student is able to:

1	Develop the ability to identify and select media for different purposes appropriate for the end product and apply a variety of techniques and processes appropriate for the software being used.
2	Implement primary sources to work from direct observation, developing their skill and understanding, to communicate and express creative ideas for their portfolio.

Unit 5: Upon completion of this unit, the student is able to:

1	Communicate a message, while not sacrificing their design, through the use of research and integrate knowledge of how different people create or infer different meanings depending on cultural experiences.
2	Demonstrate the industry specific skills needed to quickly convey a visual message using colors and shapes to apply deeper meaning and connection

Unit 6: Upon completion of this unit, the student is able to:

1	Select appropriate equipment and software for use in digital photography and explain how this technology enables digital images to be captured
2	Create raster artworks through the use of raster graphic editing skills and techniques.
3	Identify and describe vocabulary and tools related to raster graphics.

Unit 7: Upon completion of this unit, the student is able to:

1	Develop skills in the construction of vector graphics
2	Create vector artwork through the use of vector software and appropriate skills and techniques.
3	Identify and describe vocabulary and tools related to vector graphics.

Unit 8: Upon completion of this unit, the student is able to:

1	Understand basic theory and mechanics behind animation, develop observational and drawing skills and study the fundamental principles of character design, layout and storyboarding.
2	Create animated artworks through the use of various animation softwares and through the use of appropriate skills and techniques.
3	Identify and describe vocabulary and tools related to animation.

Unit 9: Upon completion of this unit, the student is able to:

1	Plan, design, and create personal professional digital portfolios.
2	Analyze and revise work to help select which pieces will be featured in their portfolio.

Instructional Strategies:
1. Whole group instruction: Lecture/Visual Presentation, Examples, Google Slides
2. Audio/Visual Instruction: Live Demonstration, Video Tutorials, Youtube
3. Class Discussion: Whole class and small group
4. Individual work time for projects and portfolio design
5. Collaboration: group projects and critiques

Instructional Materials:

1. Class set of Laptops
2. Class set of outlet chargers for laptops
3. Wacom Drawing Tablets
4. Mouse class set
5. Adobe Creative Suite Software
6. Google Suite Applications
7. Whiteboard and Projector
8. Rulers
9. Pencils
10. Markers
11. Scanner
12. Printer

Assessments
1. Students will complete Project driven-rubrics to self reflect
2. Teacher will complete Project driven rubrics
3. In-Progress critiques
4. Self-Reflection/Evaluations on process and product
5. Quizzes/Kahoot
6. Portfolio Reviews