

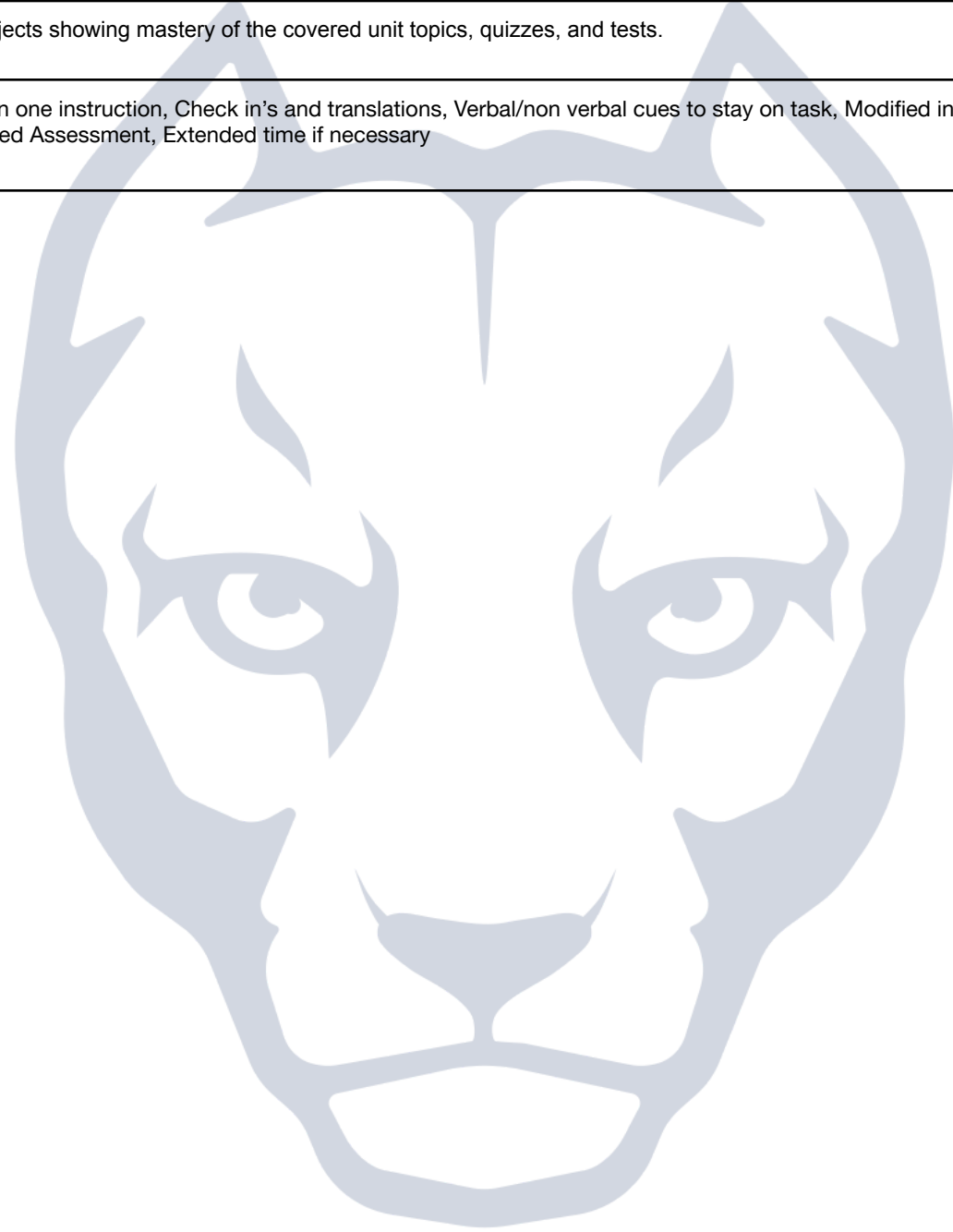
# IAA Curriculum

<b>Content Area</b>	Digital Arts	<b>Grade</b>	8
<b>Course Name</b>	Digital Arts Rotation 8		

<b>Unit</b>	Unit 1: History of Graphic Design					
<b>Concepts</b>	An introduction to the history of graphic design from the dawn of writing until today, including the development of handwriting, typefaces, and books; Arts & Crafts and the private press; posters, printing history, history of advertising; the Bauhaus; digital design and typography.					
<b>Big Ideas</b>	How did the introduction of the written language and later, the printing revolution, shape design as we know it today? How has history repeated itself through design? What are the eras and movements that are the most significant to design as we know it, and how can we still learn from them?					
<b>Essential Understandings</b>	This unit introduces students to the myriad of ways in which design has interacted with culture and society throughout history, and provides an understanding of the evolution of the role of the designer in modern society.					
<b>Competencies</b>	<ul style="list-style-type: none"> <li>● Provide exposure to images and information to inspire great work, further study, and exploration.</li> <li>● Identify influences and characteristics of design styles.</li> <li>● Recognize significant contributors to design and pop culture - that were game-changers.</li> <li>● Observe and discuss examples of effective design.</li> <li>● Recognize prevalent historical design themes.</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(5-7 days)</b>	Demonstrate fluency and understanding of the major historical movements, styles and developments in graphic design.	Various teaching methods will be used during the course. Handouts and discussion will be used, however, most of the instruction of this course will be a hands on instruction, in groups and individually. Live demonstrations will be made by the instructor then repeated and practiced by the students with one-on-one interaction to check for understanding. Real-time lessons				Hieroglyphics Calligraphy Parchment Codex Engraving Renaissance Bauhaus Art Nouveau Modernism Art Deco Pop Art

		will take place in a large group with the teacher on the computer using the projector or Apple TV, students working on their own computers with the teacher. Individual proofing and consulting will take place after demonstrations take place and art projects begin. Group critiques and individual evaluation will take place upon completion of art projects. During the course of the year students will be given the opportunity to review design books and magazines, as well as review websites for potential ideas for new projects.				
	Identify major works of graphic design from the time periods and cultures presented in class					
	Identify differences and similarities between graphic designs from the same or different historical moments presented in class.					
	Knowledgeably discuss graphic design historical styles and movements studied in class.					
<b>Resources</b>	Adobe Creative Cloud, PBS, YouTube, AIGA, 99designs.com, The Noun Project, Behance, Adobe Color, Niice, Unsplash, Drawkit, Dafont, Print Magazine, Communication Arts					
<b>Formative Assessments</b>	Class participation, design trivia, one on one interactions and critiques, class critiques, design projects, quizzes, and tests.					

<b>Summative Assessments</b>	Completion of projects showing mastery of the covered unit topics, quizzes, and tests.
<b>Strategies for ELL and IEP Support</b>	One on one instruction, Check in's and translations, Verbal/non verbal cues to stay on task, Modified independent practice, Modified exit ticket, Modified Assessment, Extended time if necessary



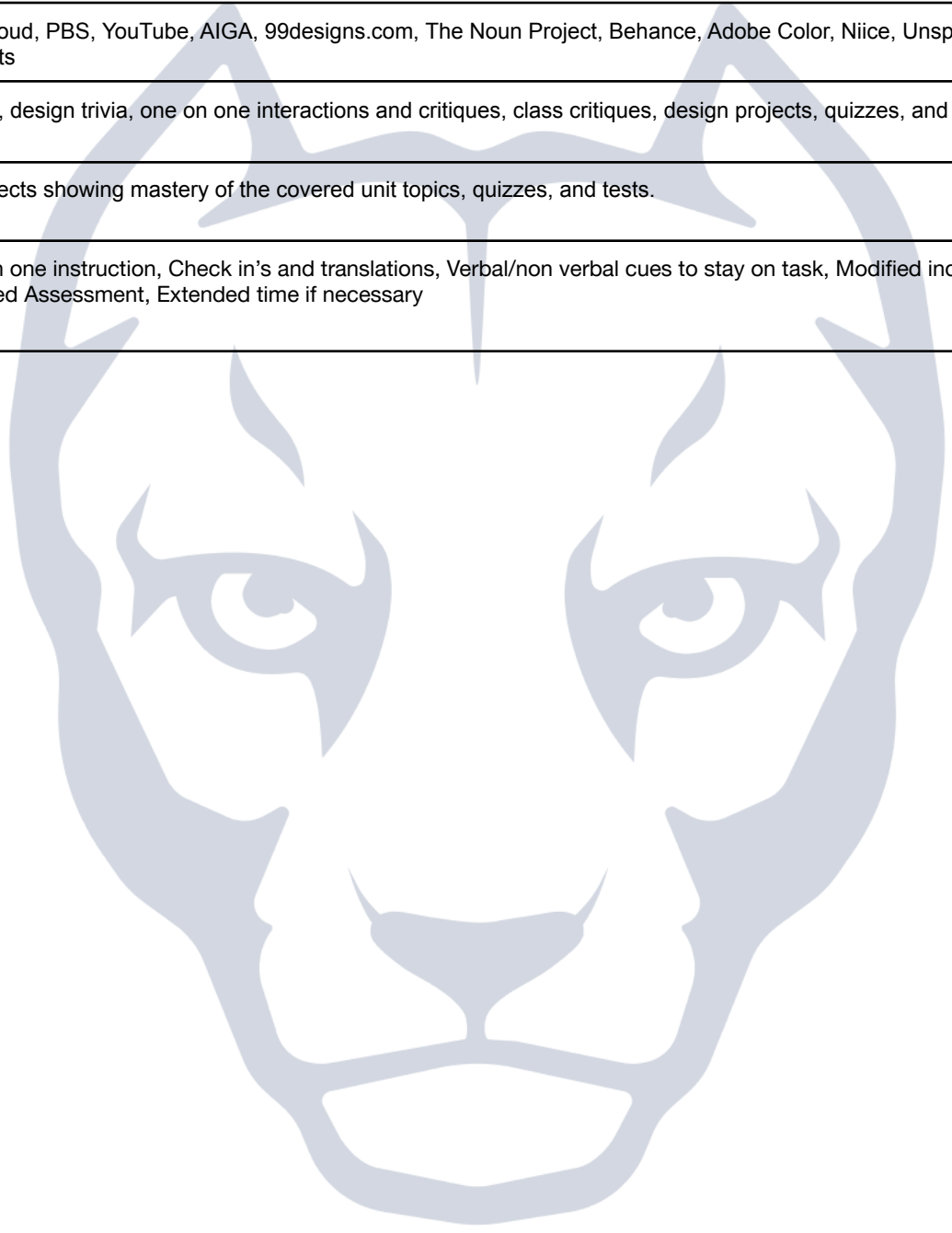
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<b>Unit</b>	Unit 2: Principles of Design					
<b>Concepts</b>	Graphic art is an art form that combines images, words, and ideas to communicate a message. In Unit 3 students will be introduced to the principles of design that come together as methods of visual organization and communication. These principles include balance, emphasis, hierarchy, pattern, proportion, unity, contrast, repetition/variation, and rhythm.					
<b>Big Ideas</b>	How can we create a sense of visual organization that is still aesthetically pleasing? How can critical thinking skills be applied to graphic design? Why is it in some cases more important for design to be utilitarian instead of just beautiful? What is our most important job as a graphic designer?					
<b>Essential Understandings</b>	This unit will explore visual rhythm, visual organization, spatial relationships, sequencing, repetition, and variation, as well as relationships of size, kind, placement, and position.					
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Understand the characteristics of design principles such as: balance, emphasis, hierarchy, pattern, proportion, unity, contrast, repetition/variation, and rhythm</li> <li>• Learn the effective use of negative and positive space within design elements and layout</li> <li>• Understand why design is utilitarian</li> <li>• Learn methods of visual organization and analysis</li> <li>• Learn to develop solutions which reflect concerns of effective communication including aesthetic considerations.</li> <li>• Utilize critical thinking skills and creative approaches to problem solving</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(12-15 days)</b>	List the principles of graphic design	Various teaching methods will be used during the course. Handouts and discussion will be used, however, most of the instruction of this course will be				Balance Emphasis Hierarchy, Pattern

		<p>a hands on instruction, in groups and individually. Live demonstrations will be made by the instructor then repeated and practiced by the students with one-on-one interaction to check for understanding. Real-time lessons will take place in a large group with the teacher on the computer using the projector or Apple TV, students working on their own computers with the teacher. Individual proofing and consulting will take place after demonstrations take place and art projects begin. Group critiques and individual evaluation will take place upon completion of art projects. During the course of the year students will be given the opportunity to review design books and magazines, as well as review websites for potential ideas for new projects.</p>				<p>Proportion Unity Contrast Repetition Rhythm Utilitarian</p>
	<p>Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.</p>					
	<p>Compare and contrast the elements and principles of design to the principles of graphic design</p>					
	<p>Apply methods of visual organization</p>					

<b>Resources</b>	Adobe Creative Cloud, PBS, YouTube, AIGA, 99designs.com, The Noun Project, Behance, Adobe Color, Niice, Unsplash, Drawkit, Dafont, Print Magazine, Communication Arts
<b>Formative Assessments</b>	Class participation, design trivia, one on one interactions and critiques, class critiques, design projects, quizzes, and tests.
<b>Summative Assessments</b>	Completion of projects showing mastery of the covered unit topics, quizzes, and tests.
<b>Strategies for ELL and IEP Support</b>	One on one instruction, Check in's and translations, Verbal/non verbal cues to stay on task, Modified independent practice, Modified exit ticket, Modified Assessment, Extended time if necessary



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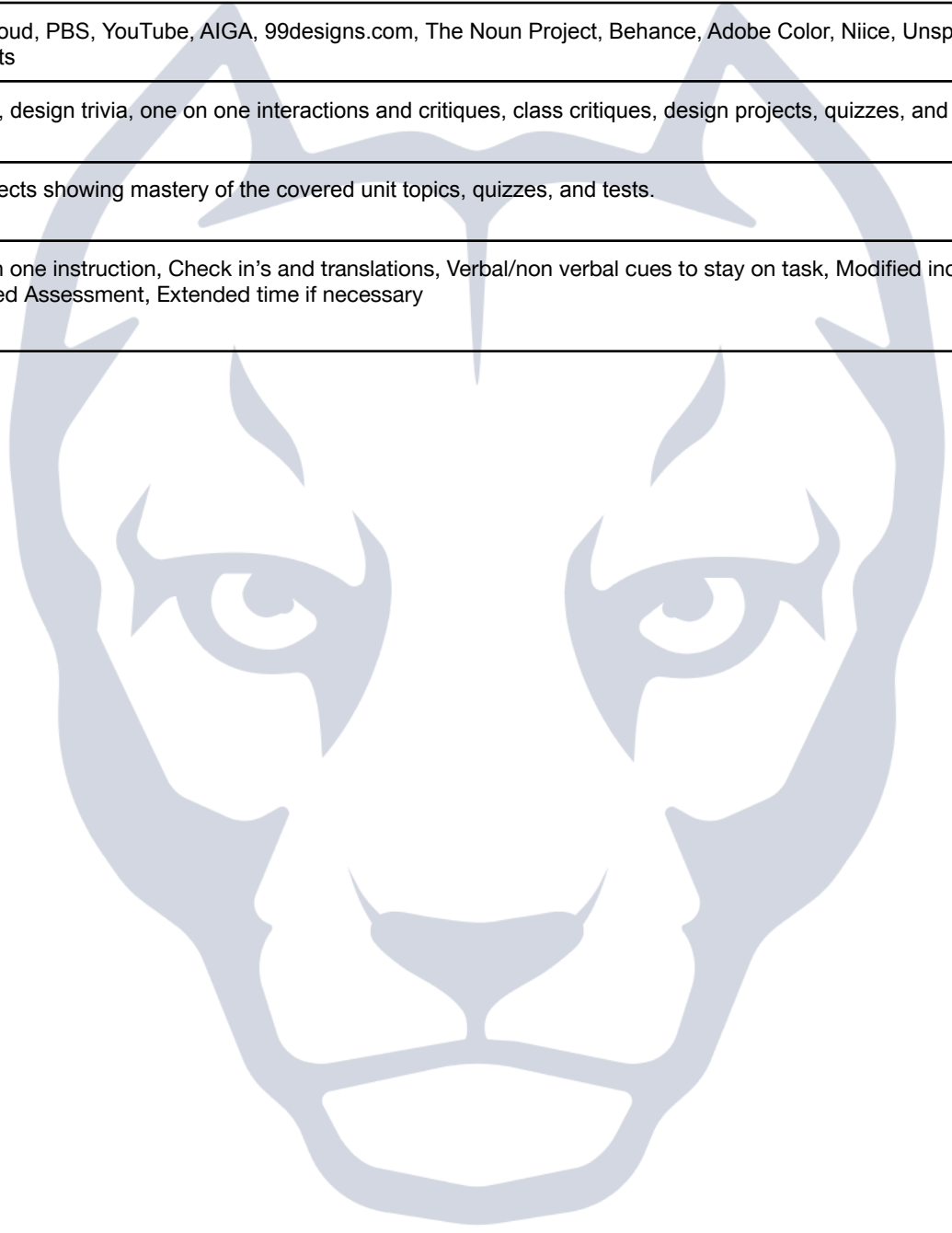
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<b>Unit</b>	Unit 3: Vector Images and Introduction to Adobe Illustrator					
<b>Concepts</b>	Unit 3 will cover the topic of Vector art, which is scalable, without loss of image quality, distortion or pixelation. Using the basic tools of Adobe Illustrator students will explore the positives and negatives of vector art while creating their own illustrations and learning some of the basic tools of the program.					
<b>Big Ideas</b>	What are the positives and negatives of vector files? How is a vector design created? How do vector images compare to raster images? How can students become familiar with vector graphic drawing tools? How can students develop their own vector illustration?					
<b>Essential Understandings</b>	Students will be given a brief overview of the Adobe Illustrator interface and become familiar with a few of the basic drawing tools through the use of videos and tutorials. Students will be given time to experiment with drawing tools, brainstorm, sketch, ask questions, and apply what they learned in tutorials to create a design using Illustrator.					
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Understanding file formats, resolution, and file size</li> <li>• Understanding image source</li> <li>• Creating and editing graphical elements and illustrations</li> <li>• Understanding the Illustrator interface</li> <li>• Using rulers, guides, grids, and artboards</li> <li>• Creating vector artwork</li> <li>• Using Image Trace to convert photos to vector artwork</li> <li>• Drawing lines</li> <li>• Painting</li> <li>• Drawing and modifying shapes</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
	Identify basic terminology related to Vector art	Various teaching methods will be used during the course. Handouts and				Vector Art Scalable

<b>(12-15 days)</b>		<p>discussion will be used, however, most of the instruction of this course will be a hands on instruction, in groups and individually. Live demonstrations will be made by the instructor then repeated and practiced by the students with one-on-one interaction to check for understanding. Real-time lessons will take place in a large group with the teacher on the computer using the projector or Apple TV, students working on their own computers with the teacher. Individual proofing and consulting will take place after demonstrations take place and art projects begin. Group critiques and individual evaluation will take place upon completion of art projects. During the course of the year students will be given the opportunity to review design books and magazines, as well as review websites for potential ideas for new projects.</p>				Art Board Anchor Point Stroke Fill Gradient Pen Tool Line Segment Path
	Identify Illustrator tools that are most effective for producing vector images					
	Compare and contrast raster and vector art/images					
	Identify and demonstrate the tools and palettes/panels in vector based software.					
	Create several vector based illustrations and designs using basic Illustrator tools					



<b>Resources</b>	Adobe Creative Cloud, PBS, YouTube, AIGA, 99designs.com, The Noun Project, Behance, Adobe Color, Niice, Unsplash, Drawkit, Dafont, Print Magazine, Communication Arts
<b>Formative Assessments</b>	Class participation, design trivia, one on one interactions and critiques, class critiques, design projects, quizzes, and tests.
<b>Summative Assessments</b>	Completion of projects showing mastery of the covered unit topics, quizzes, and tests.
<b>Strategies for ELL and IEP Support</b>	One on one instruction, Check in's and translations, Verbal/non verbal cues to stay on task, Modified independent practice, Modified exit ticket, Modified Assessment, Extended time if necessary



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<b>Unit</b>	Unit 4: Raster Images and Introduction to Adobe Photoshop					
<b>Concepts</b>	Unit 4 will cover the topic of raster and pixel based images which allow a great amount of detail, depending on the images' resolution (the number of pixels used). Students will be presented with a series of design challenges that can be resolved through design thinking, the use of pixel graphics, and created with digital art software such as Adobe Photoshop.					
<b>Big Ideas</b>	How does your knowledge of art elements and principles improve your work? How can the utilization of vector based software increase the efficiency of a designer? How does the selection of the appropriate software application lead to a successful product? How can students develop their own pixel graphics? How can students determine when pixel art is the appropriate design solution?					
<b>Essential Understandings</b>	Students will be given a brief overview of the Adobe Photoshop interface and become familiar with a few of the basic tools through the use of videos, hands on lessons, and tutorials. Students will be given time to experiment with editing tools, brainstorm, sketch, ask questions, and apply what they learned in tutorials to create a design using Photoshop. Through this process students will identify and understand the differences in page layout, raster based photo manipulation, and vector based graphic software applications.					
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Students will identify and understand the differences in raster based photo manipulation, and vector based graphic software applications</li> <li>• Define and identify the differences between raster and vector based software</li> <li>• Students will become familiar with the Adobe Photoshop interface, tools, and basic drawing and editing skills</li> <li>• Students will brainstorm, sketch, experiment and apply what they learned in tutorials to create raster/pixel based designs</li> <li>• Working with layers</li> <li>• Cropping, resizing, and straightening images</li> <li>• Transforming images</li> <li>• Principles of image composition</li> <li>• Understanding the importance of file formats, resolution, and file size</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(12-15 days)</b>	Identify basic terminology related to Pixel art and Raster Images	Various teaching methods will be used during the course. Handouts and discussion will be used, however, most				Pixel Raster Rasterize

		<p>of the instruction of this course will be a hands on instruction, in groups and individually. Live demonstrations will be made by the instructor then repeated and practiced by the students with one-on-one interaction to check for understanding. Real-time lessons will take place in a large group with the teacher on the computer using the projector or Apple TV, students working on their own computers with the teacher. Individual proofing and consulting will take place after demonstrations take place and art projects begin. Group critiques and individual evaluation will take place upon completion of art projects. During the course of the year students will be given the opportunity to review design books and magazines, as well as review websites for potential ideas for new projects.</p>				<ul style="list-style-type: none"> <li>Resolution</li> <li>Pixels Per Inch</li> <li>Dots Per Inch</li> <li>RGB Color</li> <li>CMYK Color</li> <li>PS Format</li> <li>JPG Format</li> <li>PNG Format</li> <li>GIF Format</li> <li>Layers</li> <li>History</li> <li>Lasso</li> <li>Filter</li> <li>Clone</li> <li>Anchor Points</li> </ul>
	Compare and contrast raster and vector based software					
	Compare and contrast raster and vector art/images					
	Identify and demonstrate the basic tools and palettes in Adobe Photoshop					
	Import and work with various file formats					
<b>Resources</b>	Adobe Creative Cloud, PBS, YouTube, AIGA, 99designs.com, The Noun Project, Behance, Adobe Color, Niice, Unsplash, Drawkit, Dafont, Print Magazine, Communication Arts					

<b>Formative Assessments</b>	Class participation, design trivia, one on one interactions and critiques, class critiques, design projects, quizzes, and tests.
<b>Summative Assessments</b>	Completion of projects showing mastery of the covered unit topics, quizzes, and tests.
<b>Strategies for ELL and IEP Support</b>	One on one instruction, Check in's and translations, Verbal/non verbal cues to stay on task, Modified independent practice, Modified exit ticket, Modified Assessment, Extended time if necessary

