



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT Visual and Performing Art

COURSE Computer Art and Design I

## **Curriculum Development Timeline**

**School:** Ocean Township High School

**Course:** Computer Art & Design I

**Department:** Visual and Performing Art

Board Approval	Supervisor	Notes
July 2015	Jayne VanNosdall	Born Date
September 2015	Jayne VanNosdall	Revision
August 2017	Valerie Sorce	Revision
March 2019	Ian Schwartz	Review
August 2021	Ian Schwartz	Alignment to Standards

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Ocean Township Pacing Guide			
Week	Unit	Week	Unit
1	What is Art? What is an Aesthetic Experience? What Technology Inventions were Necessary in order to Create Art?	6	Realism vs. Abstraction
2	What are the Elements & Principles of Art? What is the Difference between Analysis and Critique? What do I like and not like in Art? - WHY?	7	Photomontage
3	Photoshop® Introduction and Essential Vocabulary	8	Photomontage
4	Composition / Text, Typeface, & Font	9	History of Art
5	Composition / Text, Typeface, & Font	10	History of Art / Technology & Personal Expression

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### Core Instructional & Supplemental Materials including various levels of Texts

1. "**Scholastic Arts**". Magazine. Scholastic Art Inc.
2. " **The Visual Experience**". Davis Publications Inc.
3. "**Discovering Art History**". Davis Publications Inc.
4. "**Logo Lounge**". Bill Gardner and Catharine Fischel. Rockport Publishers Inc.
5. "**Letter Heads and Logo Designs**". Lisa Walker. Steve Blount. Rockport Publishers.
6. "**Adobe Education Exchange**". Adobe Creative Cloud - Web Based Training Tutorials.
7. "**Photoshop Training Channel**". PhotoshopTrainingChannel.com. - Web Based TrainingTutorials.
8. **Newsela** - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners).

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Time Frame	Week 1
Topic	
<b>What is Art? What is an Aesthetic Experience?</b> <b>What Technology Inventions were Necessary in order to Create Art?</b> Is Beauty in the Eye of the Beholder?	
Alignment to Standards	
<p><b>1.2.12prof.Re7a:</b> Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.</p> <p><b>1.2.12prof.Re8a:</b> Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.</p> <p><b>1.2.12.prof.Cn11a:</b> Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).</p> <p><b>1.2.12.prof.Cn11b:</b> Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.</p> <p><b>1.5.12prof.Re7a:</b> Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p><b>1.5.12prof.Re7b:</b> Analyze how one's understanding of the world is affected by experiencing visual arts.</p> <p><b>1.5.12prof.Re9a:</b> Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><b>1.5.12prof.Cn11a:</b> Describe how knowledge of culture, traditions and history may influence personal responses to art.</p>	
Learning Objectives and Activities	
<p><b>SWBAT answer the following questions:</b></p> <ul style="list-style-type: none"><li>• What is Art? What is not Art?</li><li>• What is an Aesthetic Experience?</li><li>• How do we interpret and understand Art?</li><li>• What is art media?</li><li>• What Technology inventions were necessary in history in order for visual art to be created?</li><li>• What determines "beauty"?</li></ul>	

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### **SWBAT demonstrate understanding of the following:**

- Art is personal manifestation of understanding and one's own expression and/or experience.
- Art can be categorized within the Humanities as Literary, Visual or Performing Art.
- Specific inventions through-out history were necessary for visual art to be created and recorded.
- Art can be created using various "media" for visual expression.
- Realize that history and culture can dictate Beauty.
- Formulate and articulate what Art is and is not to the individual.
- Formulate and articulate what an Aesthetic Experience is to each student.
- Formulate and articulate what various art media are available to artists and define are the differences.
- Assimilate that cultural context and historical effects of "What is beautiful".
- Understanding and communicating what major technologies and inventions throughout history have shaped the creation of art and computer art.
- Understanding the myriad of computer art career opportunities available to students and begin to formulate personal interests within the field.

### **Learning Activities:**

- Collaborative discussion of what Art is/is not.
- Students will articulate and express orally and written what Art is/is not to themselves.
- Collaborative discussion/review of various Aesthetic Experiences
- Students will articulate and express orally and written what an Aesthetic Experience to themselves.
- Cooperative discussion of "What is Beauty".
- Students will articulate and express orally and written what Beauty is to themselves.
- Student critique: group discussion and individual writing.
- Teacher lead discussion/review of major inventions and technology history.
- Co-operative construction of technology historical timeline.
- Student written articulation of important inventions necessary over the history of time for the creation of visual art.
- Students will articulate and express orally and written what are art media and the difference between them.
- Individualized note taking.

### **Assessments**

#### **Formative:**

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COURSE Computer Art and Design I

- Individual student written reflections
- Verbal quiz games

### **Alternative:**

- Word searches.
- Collaborative technology history time line creation.

### **Summative:**

- Career opportunity evaluation.

## Interdisciplinary Connections

**Students will articulate and express orally and written what are art media and the difference between them:**

**LA.9-10.W.9-10.10** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

## Career Readiness, Life Literacies, and Key Skills

### **Career Opportunity Evaluation:**

**9.2.12.C.1** Review career goals and determine steps necessary for attainment.

**9.2.12.C.2** Modify Personalized Student Learning Plans to support declared career goals.

**9.2.12.C.3** Identify transferable career skills and design alternate career plans.

## Technology Integration

**Students will access and assess digital resources to conduct research and investigations which extend their knowledge.**

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

**Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.**

**9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

## Career Education

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**CRP.K-12.CRP6** – Demonstrate Creativity & Innovation

**CRP.K-12. CRP10** – Plan Education and career paths aligned to personal goals

Time Frame	Week 2
Topic	
<b>What are the Elements &amp; Principles of Art?</b> <b>What is the Difference between Analysis and Critique?</b> <b>What do I like and not like in Art? - WHY?</b>	
Alignment to Standards	
<p><b>1.2.12prof.Re7a:</b> Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.</p> <p><b>1.2.12prof.Re8a:</b> Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.</p> <p><b>1.2.12prof.Cn10a:</b> Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.</p> <p><b>1.2.12.prof.Cn11a:</b> Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).</p> <p><b>1.2.12.prof.Cn11b:</b> Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.</p>	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"> <li>• How do we interpret and understand Art?</li> <li>• What are and how do the underlying building blocks of art effect the creation of art?</li> <li>• What is the difference between analysis and critique?</li> <li>• What makes critique valid?</li> </ul> <p>SWBAT demonstrate understanding of the following:</p> <ul style="list-style-type: none"> <li>• All Art has specific underlying characteristics which can be used as tools that will help to construct, compare and analyze individual pieces of art work.</li> </ul>	

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- The Elements and Principles of Art are guidelines in the creation of artist's/student's work.
- Art is analyzed and critiqued with the use of The Elements and Principles of Art.
- There is a distinct difference between analysis, interpretation and critique of art.

### Learning Activities:

- Recognize and classify the Elements and Principles of Art in various works of art.
- Develop and articulate essential vocabulary necessary to critique artwork.
- Formulate and articulate in verbal and written form a student's personal understanding of the difference between analysis, interpretation and critique of art.
- Begin to formulate and articulate in verbal and written form a student's personal artistic style and intention.
- Collaborative discussion of what Art is/is not.
- Cooperative student participation in PowerPoint presentation on Elements & Principles of Art.
- Students will deconstruct and classify the Elements and Principles of Art in various works created by masters as well as prior students' work.
- Teacher/student dialog on effective critique.
- Student critique: group discussion and individual writing.
- Various game based activities on deconstructing re-known works of art.
- Individualized note taking.
- Student reflections on individual personal style and intention.

### Assessments

#### **Summative:**

- Individual student written reflections

#### **Formative:**

- Kahoot game.
- Written quiz.
- Verbal quiz games

#### **Alternative:**

- Word search.
- Timeline creation.
- Observation of class discussion

### Interdisciplinary Connections

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### Individual Student Written Reflections:

**LA.9-10.W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRT.2** Demonstrate the production of various print, multimedia or digital media products.

### Technology Integration

**Students will access and assess digital resources to conduct research and investigations which extend their knowledge.**

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

**Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.**

**9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

### Career Education

**CRP6.** Demonstrate Creativity & Innovation

**CRP11.** Use technology to enhance productivity.

Time Frame	Week 3
Topic	
<b>Photoshop® Introduction and Essential Vocabulary</b> How to Communicate and Create Art using Photoshop®	
Alignment to Standards	
<b>1.2.12prof.Cr1b:</b> Organize and design artistic ideas for media arts productions. <b>1.2.12prof.Cr2c:</b> Apply aesthetic criteria in developing, refining and proposing media arts artwork.	

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**1.2.12prof.Cr3a:** Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.  
**1.2.12prof.Pr5b:** Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.

### Learning Objectives and Activities

SWBAT answer the following questions:

- How can Adobe Photoshop® be a tool in creating art and graphic design?
- How can the Wacom Tablet and Stylus assist the artist in creating art in Photoshop®?
- What are the specific tools included in Photoshop and how do they function in creating art?
- What tool is best suited for a desired result, when multiple options are available in using Photoshop?
- Why is knowledge of basic Art vocabulary essential in creating and analyzing both personal and other's artwork?

SWBAT demonstrate understanding of the following:

- Adobe Photoshop® is merely one tool for the manipulation and creation of art and graphic design.
- Photoshop® offers multiple means to solving design problems, thereby mastering different tools can provide varied effects and different results.
- Mastery and understanding vernacular pertinent to computer art will aid in the creation of one's own successful computer art and graphic design.
- Wacom Tablets and Stylus are important tools in using and manipulating all technology, not just Photoshop®.

Learning Activities:

- Articulate and demonstrate key Photoshop vocabulary and terminology.
- Demonstrate basic Photoshop skills.
- Demonstrate basic knowledge, use and skill of Wacom Tablets and Stylus.
- Student lead cooperative review of pre-existing knowledge of Photoshop tools.
- Teacher lead review/guided discussion of new/ Photoshop Tools.
  - Toolbars
  - Palettes
  - Brush Tool
  - Shapes Tool
  - Eraser Tool
  - Text Tool

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COURSE Computer Art and Design I

- Layers

- Teacher lead review and demonstration of Wacom Tablets/Stylus.
- Cooperative review of Photoshop vocabulary.
- Draw and construct simple sketches with Wacom Tablets and Stylus
- Name creation using Photoshop Brush and Text Tools
- Vocabulary games: word-search; crossword puzzles, matching game.

### Assessments

#### **Formative:**

- Student creation of name with Photoshop Brush and Text Tools
- Toolbar matching worksheet
- Kahoot Game
- Toolbar Quiz.

#### **Alternative:**

- Vocabulary Quiz
- Observation of class discussion
- Monitoring of review/oral participation.

#### **Summative:**

- Student recaps of personal understandings.
- Student reflection on new or additional learnings.

### Interdisciplinary Connections

SW utilize *precise language and domain-specific vocabulary in critique writing*.  
NJLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRT.2** Demonstrate the production of various print, multimedia or digital media products.

### Technology Integration

**Students will access and assess Adobe Creative Cloud software program to further investigate lesson concepts.**

**9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

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**Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.**

**9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

### Career Education

**CRP6** – Demonstrate Creativity & Innovation

**CRP11.** Use technology to enhance productivity.

Time Frame	Week 4 & 5
Topic	
<b>Composition / Text, Typeface, &amp; Font</b> Why Do We Put Things Where We Do?	
Alignment to Standards	
<p><b>1.2.12prof.Cr1a:</b> Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.</p> <p><b>1.2.12prof.Cr1b:</b> Organize and design artistic ideas for media arts productions.</p> <p><b>1.2.12prof.Cr1d:</b> Apply aesthetic criteria in developing, refining and proposing media arts artwork.</p> <p><b>1.2.12prof.Cr2a:</b> Organize and design artistic ideas for media arts productions.</p> <p><b>1.2.12prof.Cr2c:</b> Apply aesthetic criteria in developing, refining and proposing media arts artwork.</p> <p><b>1.2.12prof.Cn10a:</b> Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.</p> <p><b>1.2.12.prof.Cn11a:</b> Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).</p>	
Learning Objectives and Activities	
SWBAT answer the following questions:	

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- What does “composition” mean in context of art and design?
- What Elements and Principles are basic to all lay-out/composition?
- What are the different meanings of Space?
- What is the difference between the Element of Art – “Space” and “Spacing”?
- What is Positive/Negative Space?
- How can one idea be visually represented in different ways?
- What are the subtle differences in presenting an idea in different lay-out/formats?
- How does placing an image on a piece of paper/canvas affect the way the viewer “sees it”?
- How can contrast and emphasis aid in communicating an artist’s concept?
- What is the difference between text, typeface and font? How are they related? How are they different?

SWBAT demonstrate understanding of the following:

- All Art originates from an initial abstract idea.
- Problem solving skills are needed to transform an abstract concept into a concrete form.
- The Elements and Principles of Art can be combined in an infinite number of ways even when given specific limited design constraints.
- Where one “places” various visual elements on a page/canvas can assist/enhance in communicating an artist’s intention, or confuse the viewer’s understanding.
- Imagination and creativity reveal multiple solutions to any given set of parameters.
- Knowledge of different media enables problem solving and execution of the artistic vision.
- Text, Typeface and Font are an important component of visual expression.
- Photoshop possesses an enormous and complex tool to visually represent the written word.
- Contrast, Emphasis and Unity are essential Principles of Art in communicating an artist’s idea.
- Identify strong and weak compositions using the E & P vocabulary.
- Proper planning and problem solving skills must be employed in designing and constructing 2-D compositions.
- Multiple self-assessments/revisions during the creative process prevent mistakes and leads to successful outcomes.
- Space and spacing are two different yet important components in visual composition.
- Positive/negative space applies to shapes as well as text and words.

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- Full command and demonstration of the complex Text Tool in Photoshop is an important aspect of visual communication using technology.
- Knowledge and application of the basic Photoshop toolbars, palettes and layers coupled with creativity and individual choices in the placement of a required set of parameters can lead to an infinite number of successful compositions.

### Learning Activities:

- Independent research and inquiry into multiple composition layout/formats.
- Guided review and discussions of various compositions.
- Analysis and discussion of strong/ weak compositions.
- Hands on manual manipulation of various shapes and text boxes for balance and spacing.
- Students will characterize the similarities/differences between various fonts and typeface.
- Conceptualize, organize and construct of an invitation in Photoshop to familiarize students with basic Photoshop toolbars, palettes and layers.
- Research and exploration of logo design.
- Conceptualization and creation of a personal logo to reinforce students understanding of Photoshop application as a means of self-expression.
- Conceptualization and creation of an Alphabet Quilt in Photoshop utilizing a specific "Words to Live By" quote important to each student

### Assessments

#### **Formative:**

- On-going teacher evaluation and feed-back during construction.
- Students will: self-critique, group critique.
- Homework investigation, categorization and explanation of invitations, logos and words to live by.
- Individual student thumbnail creation/experimentation of lay-out and composition.
- Individual student classroom manipulation of shapes and text boxes.

#### **Alternative:**

- Kahoot!/digital platform quizzes
- Observation of class discussion

#### **Summative:**

- Creation and submission for major project evaluation Invitations, Logos and Alphabet Quilts.

### Interdisciplinary Connections

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**ELA** - Writing, written expression – Development of Ideas / Introduce, Organize & Connect.

**LA.9-10.W.9-10.10** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRT.2** Demonstrate the production of various print, multimedia or digital media products.

### Technology Integration

**Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.**

**9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

**Students will access and assess Adobe Creative Cloud software program to further investigate lesson concepts.**

**9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

**Students will use Adobe Creative Cloud in order to investigate concepts, topics, etc. . Students will consider the appropriateness of the digital tool for the task.**

**9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

### Career Education

**CRP6** – Demonstrate Creativity & Innovation

**CRP11.** Use technology to enhance productivity.

**Time Frame**

**Week 6**

### Topic

#### **REALISM vs. ABSTRACTION**

How Can We Communicate VISUALLY with more than a photograph?

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### Alignment to Standards

**1.2.12prof.Cr1a:** Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.

**1.2.12prof.Cr1b:** Organize and design artistic ideas for media arts productions.

**1.2.12prof.Cr1c:** Critique plans, prototypes and production processes considering purposeful and expressive intent.

**1.2.12prof.Cr1d:** Apply aesthetic criteria in developing, refining and proposing media arts artwork.

**1.2.12prof.Cr2c:** Apply aesthetic criteria in developing, refining and proposing media arts artwork.

**1.2.12prof.Cr3a:** Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.

**1.2.12prof.Cr3b:** Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.

**1.2.12adv.Cr3a:** Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.

**1.2.12prof.Pr4a:** Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

**1.2.12prof.Pr5a:** Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

**1.2.12prof.Pr5c:** Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.

**1.2.12prof.Re9a:** Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.

**1.2.12prof.Cn10a:** Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.

**1.2.12prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

### Learning Objectives and Activities

SWBAT answer the following questions:

- What is the difference between Realism and Abstraction?

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- How did the Pop Art affect the history of art and the way we visually communicate?
- What are the differences between a Hero, Idol and Celebrity? Who is a Hero to you?
- How can abstraction enhance the artist's message? How can abstraction aid the viewer's response?
- What Elements and Principles of Art are the most important factors in an abstract composition?
- What Photoshop tools can assist the artist in creating abstract compositions?
- What legal parameters exist when using images/photographs from the Internet?
- How are resolution, image size and computer file size linked and what parameters are necessary to know before importing an image from the Internet into Photoshop and/or creating new files in Photoshop?

SWBAT demonstrate understanding of the following:

- Realism and Abstraction are both means of communicating an artist's vision and have different means of engaging the viewer.
- The Pop Art movement changed what was acceptable imagery for visual communication.
- It is important to have heroes in your life to formulate personal moral and social values.
- Color is an essential Element of Art to engage the viewer and express the artist's intent.
- Photographs and images on the Internet are subject to copyright and legal laws and cannot be reproduced without permission by the owner.
- Photoshop is a tool and means of allowing the artist to communicate visually but must be utilized legally.
- There are different types of files available on the Internet and only certain file types and sizes are compatible with Photoshop.
- Knowing the length, width and resolution of a Photoshop file is essential when importing that image into another Photoshop file.

Learning Activities:

- Formulate, identify and conclude the differences between a hero, idol and celebrity.
- Identify and articulate who is a specific hero/role model to each student and explain why.
- Targeting and combining specific Elements and Principles of Art can demonstrate strong compositions effectively.

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DEPARTMENT Visual and Performing Art

COURSE Computer Art and Design I

- Importing photographs and images into Photoshop from the Internet are subject to copyright and legal laws.
- Use and manipulation of copyrighted images from the Internet require permission from the owner to use Photoshop as a tool to change and manipulate those images enough to make them their own.
- Importing different files, i.e. JPG's, Bitmaps, PNG's, etc. from the Internet will result in successful or unsuccessful functioning in Photoshop.
- Understanding file size and the use of basic multiplication is essential in determining length and width of new Photoshop files.
- Students will define what a hero, idol and celebrity are to them personally.
- Students will identify, compare and contrast the differences between Realism, Abstract Expressionism and Pop Art.
- Students will formulate and select a "hero" important to themselves.
- Students will review case law on copyright infringement regarding utilization and reproduction of images from the Internet.
- Students will demonstrate the proper procedure for importing images from the Internet into Photoshop.
- Students will use basic multiplication to determine new file sizes in Photoshop.
- Students will create a "Pop Art" hero utilizing Photoshop Paint Brush and Image/Adjustment tools.
- Students will create an "Abstraction" of their hero utilizing Photoshop Filters.

### Assessments

#### **Formative:**

- Students will compose, articulate and explain in writing the differences between a hero, idol and celebrity.
- Kahoot!/digital platform quizzes

#### **Alternative:**

- On-going teacher evaluation and feed-back during creation.
- Observation of class discussion

#### **Summative:**

- Students will self, peer and group critique projects.
- Students will submit individual projects for teacher evaluation.

### Interdisciplinary Connections

#### **ELA - Writing and Expression – Development of Ideas and Organization.**

**LA.9-10.W.9-10.10** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

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**Math** – Identification of length and width of existing files coupled with basic multiplication necessary to create new file sizes in Photoshop.

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRT.2** Demonstrate the production of various print, multimedia or digital media products.

### Technology Integration

**Students will access and assess Adobe Creative Cloud software program to further investigate lesson concepts.**

**9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

**Students will access and assess digital resources to conduct research and investigations which extend their knowledge.**

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.**

**9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

### Career Education

**CRP6.** Demonstrate Creativity & Innovation

**CRP11.** Use technology to enhance productivity.

**Time Frame**

**Week 7-8**

### Topic

**PHOTOMONTAGE**

**How to Communicate with Multiple Images. Is it Real or Not?**

### Alignment to Standards

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- 1.2.12prof.Cr1d:** Apply aesthetic criteria in developing, refining and proposing media arts artwork.
- 1.2.12prof.Cr2c:** Apply aesthetic criteria in developing, refining and proposing media arts artwork.
- 1.2.12prof.Cr3b:** Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.
- 1.2.12adv.Cr3a:** Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.
- 1.2.12prof.Pr5b:** Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.
- 1.2.12prof.Pr5b:** Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.
- 1.2.12prof.Pr6a:** Design the presentation and distribution of collection of media artworks, considering combinations of artworks, formats, and audiences.
- 1.2.12prof.Re7b:** Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.
- 1.2.12prof.Re8a:** Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- 1.2.12prof.Re9a:** Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.
- 1.2.12prof.Cn10a:** Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.
- 1.2.12prof.Cn10b:** Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.
- 1.2.12prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.2.12prof.Cn11b:** Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

Learning Objectives and Activities

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SWBAT answer the following questions:

- How and when did Photomontage commence? What major events in world history contributed to creation of Photomontage as an art form?
- How can Photoshop and what specific tools can be used to express an artist vision?
- What Elements and Principles of Art are used differently in Photomontage than other art media?
- What is juxtaposition? How can juxtaposition be used for the viewer to better to communicate understanding, meaning and/or clarity?
- What is Scale? What is Proportion?
- What tools in Photoshop are best suited for maintaining scale and proportion for Unity?
- What tools in Photoshop make the selection and importing of images into a new document easier to express the artist's intent?
- What tools in Photoshop are best suited for blending to further strengthen Unity?

SWBAT demonstrate understanding of the following:

- The evolution of Photomontage is re-formulating 21st Century culture and communication.
- Artists can utilize juxtaposition to rearrange images to create new meaning for the viewer.
- Everything you see in a photograph is not real. Visual images can be "selected" from one image and "copy and pasted" into another to "fool" the viewer.
- Understanding and successful command of the "Paths" and "Selections" tools in Photoshop are essential to artist's visual communication.
- Understanding and successful command of the "Blending" tools in Photoshop are essential to artist's visual communication.
- Comprehension of the evolution of Photomontage is a means of identifying how technology, history and socio-political issues can be combined to create art.
- Visual juxtaposition and reorganization of visual images by an artist can create clarity OR confusion for the viewer.
- Understanding, utilizing and mastering the Photoshop Paths and Selections is an essential and important function of the Photoshop application.
- Understanding, utilizing and successful command of the "Blending" tools in Photoshop are essential to artist's visual communication.

Learning Activities:

- Students will research and identify the major events contributing to the history

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of Photomontage.

- Students will learn and utilize the Path tool in Photoshop by cutting out images from Plan 59 and reassembling into a visual collage with a theme of their choosing.
- Students will expand their expertise by transforming images utilizing 8 different images from Plan 59 into another image, focusing on scale, proportion, light source and shadows for complete Unity of a final image.
- Students will formulate a visual play-on-words/pictogram utilizing Photoshop Path, Transforming and Blending tools.

### Assessments

#### **Formative:**

- Individual student research on the Internet and completion of a study guide on the history of Photomontage.
- On-going teacher evaluation and feed-back during construction.

#### **Alternative:**

- Observation of class discussion
- Kahoot!/digital platform quizzes

#### **Summative:**

- Students will self, peer and group critique.
- Students will submit individual projects for teacher evaluation.

### Interdisciplinary Connections

#### **ELA – Writing, written expression – Development of Ideas.**

**LA.9-10.W.9-10.10** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRT.2** Demonstrate the production of various print, multimedia or digital media products.

### Technology Integration

**Students will access and assess Adobe Creative Cloud software program to further investigate lesson concepts.**

**9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

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COURSE Computer Art and Design I

**Students will access and assess digital resources to conduct research and investigations which extend their knowledge.**

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.**

**9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

### Career Education

**CRP6.** Demonstrate Creativity & Innovation

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams.

Time Frame	Week 9
Topic	
<b>HISTORY OF ART</b> <b>Understanding How Artists Influenced Each Other Since the Renaissance.</b>	
Alignment to Standards	
<p><b>1.5.12prof.Re7a:</b> Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p><b>1.5.12prof.Re7b:</b> Analyze how one's understanding of the world is affected by experiencing visual arts.</p> <p><b>1.5.12prof.Re8a:</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p><b>1.5.12prof.Re9a:</b> Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><b>1.5.12prof.Cn11a:</b> Describe how knowledge of culture, traditions and history may influence personal responses to art.</p>	
Learning Objectives and Activities	

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SWBAT answer the following questions:

- What major historical and technological events contributed to the history of Art?
- What is the difference between an Art Movement and an Artist's style?
- How do artists influence and affect other artists of their generation and subsequent artists?
- What Elements and Principles of Art define and classify particular Movements of Art?
- What Element and Principles of Art define and classify an artist's style?
- What artist(s)/art movement(s) influence your personal perception of art?

SWBAT demonstrate understanding of the following:

- Cultural and historical events impact art making as well as how the viewer responds to works of art.
- Stimuli for the creation of artworks come from many places, including other arts disciplines.
- Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
- Artistic styles, trends, movements and historical responses to various genres of art evolve over time.
- Artists develop and express individual personal style based on other styles, trends, movements, historical and current events.
- 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 shown.
- Art and art making reflect and affect the role of technology in a global society.

Learning Activities:

- Students will research, investigate, examine, and analyze a specific art movement and group or artists utilizing various pertinent and accurate Internet/web resources.
- Students will assess and conclude the major contributing factors to this art movement/group of artists.
- Students will construct and produce a PowerPoint presentation collaboratively with a partner(s) on their art movement.
- Students will explain and describe the art movement and its major artists, paintings and contributions to their peers via an oral PowerPoint presentation (time permitting).
- Students will collect necessary information to create a Bibliography in MLA format.







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### Assessments

#### **Formative:**

- Students will create and present final projects for peer and teacher evaluation.
- Students will create Bibliography/Work Cited in MLA format based on their Internet research.

#### **Alternative:**

- On-going teacher evaluation and feed-back during creation.
- Students will self, peer and group critique.

#### **Summative:**

- Students will synthesis and write a reflection based on their art movement/artists and those presented by their peers.

### Interdisciplinary Connections

#### **Art History Research:**

**LA.9-10.W.9-10.7** *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRT.2** Demonstrate the production of various print, multimedia or digital media products.

### Technology Integration

**Students will access and assess digital resources to conduct research and investigations which extend their knowledge.**

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**Students will select and evaluate the media platform which best suits their project needs.**

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to**





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**reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.**

**9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

**Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.**

**9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

### Career Education

**CRP6.** Demonstrate Creativity & Innovation

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

Time Frame	Week 10
Topic	
<b>HISTORY OF ART / PERSONAL EXPRESSION and TECHNOLOGY</b> Using Photoshop as a Tool for Personal Expression	
Alignment to Standards	
<b>1.2.12prof.Cr1a:</b> Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes. <b>1.2.12prof.Cr1b:</b> Organize and design artistic ideas for media arts productions. <b>1.2.12prof.Cr1d:</b> Apply aesthetic criteria in developing, refining and proposing media arts artwork. <b>1.2.12prof.Cr2a:</b> Organize and design artistic ideas for media arts productions. <b>1.2.12prof.Cr2b:</b> Critique plans, prototypes and production processes considering purposeful and expressive intent. <b>1.2.12prof.Cr2c:</b> Apply aesthetic criteria in developing, refining and proposing media arts artwork. <b>1.2.12prof.Cr3a:</b> Understand the deliberate choices in organizing and integrating	

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content, stylistic conventions, and media arts principles such as emphasis and tone.

**1.2.12prof.Cr3b:** Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.

**1.2.12adv.Cr3a:** Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.

**1.2.12prof.Pr5b:** Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.

**1.2.12prof.Pr5b:** Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.

**1.2.12prof.Pr6b:** Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.

**1.2.12prof.Re9a:** Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.

**1.2.12prof.Cn10a:** Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.

**1.2.12prof.Cn11b:** Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

## Learning Objectives and Activities

SWBAT answer the following questions:

- What is it that I want to express as an artist?
- What Elements and Principles of Art are most important to me to express my artistic vision to the viewer?
- What Photoshop Tools are most important to me to in expressing my viewpoint?
- In specific practical projects what limitations does technology place on my personal expression or vision?
- Why is Unity one of the most important Principles of Art in creating art, and what tools of Photoshop are best used to achieve Unity?
- How is who owns a painting today relevant to my ability to utilize that image in my personal art created for myself or others?

SWBAT demonstrate understanding of the following:

- As an artist there are in infinite number of ways to combine the Elements and

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Principles of Art to express myself.

- Looking at what other artists have accomplished previously will assist me in executing my personal artistic choices and vision.
- Photoshop is merely one technical (but powerful) tool to assist in creating art and expressing my artistic expression.
- Scale, proportion and blending are important aspects of creating a unified piece of Art, and mastery of specific Photoshop Tools are integral in creating complex and well executed digital images.
- Trap space and clipping are important components for lay-out and the viewer's ease/difficulty in "visually reading/understanding" a composition.
- Visual image copyright laws pertain to all Photoshop projects created by me and others.
- Demonstrate and execute a higher level of complexity and difficulty of Photoshop tools and processes.
- Utilize Photoshop as tool to create art in the style of a famous artist, incorporating the Principles of Art of Balance and Unity through composition, blending and color adjusting.
- How to create a unique and personal visual expression, yet within specific and certain technical limitations and restrictions.
- How to successfully minimize trap space and clipping in Photoshop for visual clarity, balance and unity.

### Learning Activities:

- Teacher lead review of trap space and clipping theory.
- Students will research and explore various successful/unsuccessful uses of trap space and clipping.
- Students will create a painting in the style of an artist they admire demonstrating high proficiency in ALL Photoshop tools learned.
- Students will create a "Visual Bibliography" of a particular artist, incorporating the official title of the painting, date it was created and who currently owns the painting for copyright law protection purposes, utilizing proper trap space and minimizing clipping keeping in mind Balance and Unity.
- Students will recreate an image that intrigued them at the beginning of the course, utilizing and demonstrate all of their Photoshop learnings and skills. (Differentiated instruction/time permitting).

### Assessments

#### **Formative:**

- Students will submit a small visual bibliography for understanding and demonstration of trap space and clipping.

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### **Alternative:**

- On-going teacher evaluation and feedback during creation.
- Students will self, peer and group critique.

### **Summative:**

- Students will submit final projects for teacher evaluation.

### **Benchmark:**

- Objective assessment of knowledge of Photoshop tools/competencies

### Interdisciplinary Connections

#### **21st Century Skills/ELA - Research and Analysis**

LA.9-10.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRT.2** Demonstrate the production of various print, multimedia or digital media products.

### Technology Integration

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### Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

#### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

#### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

#### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

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- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

