

New Jersey Core Curriculum Content Standard Area: 1.3: Performance, 1.4 Aesthetic Resonances & Critique Methodologies

Topic/Course: **PRINCIPLES OF DESIGN & LAYOUT / GRAPHIC DESIGN**

Grade: 10-12

Date: 2012

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>How do Graphic Designers know what arrangement of the Principles of Design will most effectively communicate with a viewer?</p>	<p>1.3.12.D.1/ 1.4.12.A.1, 2</p> <p>Obj. 1 – Internalize the names and meanings of the Principles of Design.</p> <p>Obj. 2 – Recognize the Principles of Design in artwork(s).</p> <p>Obj. 3 – Apply names/concepts associated with the Principles of Design in critiquing process/discussions, verbal/written using work from various sources/cultures and/or time periods.</p> <p>Obj. 4 – Utilize Principles of Design in Graphic Designs which meet stated specifications.</p>	<ul style="list-style-type: none"> • Review Principles of Design subject-specific terminology • Analyze artwork using Principles of Design • Locate/describe Principles of Design as objective(s) of assignment. • Apply Principles of Design in creating graphic designs. <p>Materials/Technology:</p> <ul style="list-style-type: none"> • Computer/Printer/Graphic s Software • Handouts • LCD Projector/Computers/AV • Examples • Advertising documents/media • <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Utilize examples from differing countries/ time periods and/or cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Critical Thinking Skills 	<ul style="list-style-type: none"> • Vocabulary lists • Handout • Examples • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation • Ability to recognize/ locate Principles of Design in artwork(s) • Work completed to specifications <p>Summative:</p> <ul style="list-style-type: none"> • Test(s) • Student use of Principles of Design in work <p>Benchmarks:</p> <ul style="list-style-type: none"> • Assignment(s) completed to specifications • Mid-year assessment/ Final examination • Teacher evaluation 	<p>APPROX. 120 DAYS</p>

New Jersey Core Curriculum Content Standard Area: 1.3 Performance, 1.4 Aesthetic Responses & Critique Methodologies

Topic/Course: **ELEMENTS OF DESIGN/GRAPHIC DESIGN**

Grade: 10-12

Date: 2012

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>What are the building blocks of design and how can they be used in the creation of effective Graphic Designs?</p>	<p>1.3.12.D.1, 3/ 1.4.12.A. 2, 3</p> <p>Obj. 1 – Recognize and define the Elements of Art.</p> <p>Obj. 2 – Utilize one or more Elements of Art in artwork with an appropriate level of mastery.</p> <p>Obj. 3 – Apply names/concepts associated with the Elements of Art in critiquing process/discussions, verbal/written work and/or artwork.</p>	<ul style="list-style-type: none"> • Review Elements of Art subject-specific terminology/definitions • Art analysis based on recognition of Elements of Art in graphic design layouts/artwork. • Locate/describe and/or utilize Elements of Art in layouts/artwork as objective(s) of assignment. <p>Materials/Technology:</p> <ul style="list-style-type: none"> • Computer/Printer/Graphic s Software • Handouts • LCD Projector/Computers/AV • Examples • Advertising documents/media <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Utilize examples from differing countries/ time periods and/or cultures 	<ul style="list-style-type: none"> • Vocabulary lists • Handout • Examples • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation • Ability to locate Principles in artwork(s) • Work completed to specifications <p>Summative:</p> <ul style="list-style-type: none"> • Student use of Elements of Art in work produced. • Test(s) <p>Benchmarks:</p> <ul style="list-style-type: none"> • Assignment(s) completed to specifications • Mid-year assessment/ Final examination • Teacher evaluation 	<p>APPROX. 120 Days</p>

New Jersey Core Curriculum Content Standard Area: 1.4 Aesthetic Resonances & Critique Methodologies

Topic/Course: **AESTHETIC & CRITICISM / GRAPHIC DESIGN**

Grade: 10-12

Date: 2012

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>What process allows Graphic Designers to present/defend their ideas to ensure their client’s needs are being met?</p>	<p>1.4.12.A.2 1.4.12.B.2</p> <p>Obj. 1 – Student will use proper subject-specific terminology in presentations and forming responses to observations (of artwork).</p> <p>Obj. 2 – Student will use critical thinking skills during self and/or group critique verbally or in writing.</p> <p>Obj. 3 – Student will utilize proper art evaluation techniques during and/or after the creation of artwork, verbally and/or in writing and make appropriate adjustments when indicated.</p> <p>Obj. 4 – Student will form opinions of work from various historical periods/cultures and form appropriate responses to differences in form/style.</p>	<ul style="list-style-type: none"> • Review critique • Introduce subject- specific terminology • Review critique methods • Present “Pitch” with associated group critique • Critique (self/group) using formal/informal exercises/assignments (example: compare web, print, other media of same company). • Utilize/incorporate ideas/criticism from others. <p>Materials/Technology:</p> <ul style="list-style-type: none"> • Computer/Printer/Graphic s Software • Handouts • LCD Projector/Computers/AV • Examples • Advertising documents/media <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Utilize examples from differing countries/ time periods and/or cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Critical Thinking Skills 	<ul style="list-style-type: none"> • Vocabulary lists • Handout • Student need- specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class critiquing (self/others, verbally/ written form. • Work completed to assignment specific specifications <p>Summative:</p> <ul style="list-style-type: none"> • Written and/or verbal critique • Test(s) <p>Benchmarks:</p> <ul style="list-style-type: none"> • Assignment(s) completed to specifications • Mid-year assessment/ Final examination • Teacher evaluation 	<p>APPROX. 120 Days</p>

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>How does/has graphic design affect(ed) art history?</p>	<p>1.1.12.D.1/1.2.12.A. 2/ 1.3.12.D.4/ 1.4.12.A. 2, 4/ 1.4.12.B. 2</p> <p>Obj. 1 - Student form responses verbally and/or in written form to current trends in graphic design/new media/marketing and/or artwork of significant historical and/or cultural importance/interest.</p> <p>Obj. 2. - Student will respond verbally and/or in written form to observed elements within an artwork using properly applied subject-specific terminology.</p> <p>Obj. 3 - Student will make connections between characteristics of graphic design (EX: media, time period, cultures, etc.). by analyzing, comparing/ contrasting and/or producing work which exhibits stylistic characteristics/methods used in established and emerging forms of advertising.</p>	<ul style="list-style-type: none"> • Introduce old/new advertising/design styles and role of graphic design/ advertising in culture. • Introduction to advertising /new media (crowd sourcing, viral, etc.) • Introduction to subject-specific terminology. • Participation in advertising self/group critique/analysis • Introduction and/or use of advertising/graphic design related to current events/art history/cross-cultural themes for topic being presented. <p>Materials/Technology:</p> <ul style="list-style-type: none"> • Computer/software • LCD Projector/AV • Examples/handouts • Advertising documents/media <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Utilize examples from differing countries/ time periods and/or cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Critical thinking skills 	<ul style="list-style-type: none"> • Vocabulary lists • Handout • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation • Participation in art history related activities • Work completed to assignment specific specifications <p>Summative:</p> <ul style="list-style-type: none"> • Written work • Test(s) <p>Benchmarks:</p> <ul style="list-style-type: none"> • Assignment(s) completed to specifications • Mid-year assessment/ Final examination • Teacher evaluation 	<p>APPROX. 90 DAYS</p>

New Jersey Core Curriculum Content Standard Area: 1.4 Aesthetic Resonances & Critique Methodologies

Topic/Course: **TERMINOLOGY / GRAPHIC DESIGN**

Grade: 10-12

Date: 2012

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>What terminology provides a common link/method for communication of ideas, between marketers, graphic designers and printers?</p>	<p>1.4.12.A.4</p> <p>Obj. 1 – Student will internalize and utilize subject-specific terminology verbally and/or in written form.</p> <p>Obj. 2 – Student will use proper subject-specific terminology in forming responses to observations.</p>	<ul style="list-style-type: none"> • Record terminology • Review vocabulary • Utilize subject-specific terminology in verbal and/or written work <p>Materials/Technology:</p> <ul style="list-style-type: none"> • Computer/Printer/Graphic s Software • Handouts • LCD Projector/Computers/AV • Examples • Advertising documents/media <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • English/ • Standardized test preparation 	<ul style="list-style-type: none"> • Vocabulary lists • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation • Participation using subject-specific terminology <p>Summative:</p> <ul style="list-style-type: none"> • Written work • Test(s) <p>Benchmarks:</p> <ul style="list-style-type: none"> • Assignment(s) completed to specifications • Mid-year assessment/ Final examination • Teacher evaluation 	<p>APPROX. 170 Days</p>

New Jersey Core Curriculum Content Standard Area: 1.3 Performance

Topic/Course: **COLOR/COMPOSITIONAL THEORY / GRAPHIC DESIGN**

Grade: 10-12

Date: 2012

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>What are Color and Compositional Theory and how can these highly technical components of art be used effectively in Graphic Design to maximize effective communication?</p>	<p>1.3.12.D.1, 2, 3</p> <p>Obj. 1 – Student will internalize and utilize color and compositional theory principles verbally and in written work.</p> <p>Obj. 2 – Skillfully utilize color and value balance to specifications in the production artwork.</p> <p>Obj. 4 – Utilize compositional theory in graphic designs which meet stated specifications.</p>	<ul style="list-style-type: none"> • Introduction to advanced Color Theory and Compositional Theory concepts as they relate to Graphic Design production • Practice and apply presented concepts and associated techniques in graphic design production to effectively establish color/value and compositional balance. <p>Materials/Technology:</p> <ul style="list-style-type: none"> • Computer/Printer/Graphic s Software • Examples/handouts • LCD Projector/ Computers/AV • Advertising documents/media <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Utilize examples from differing countries/ time periods and/or cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Science/Color Theory • Critical thinking skills 	<ul style="list-style-type: none"> • Vocabulary lists • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation • Skill/concepts application • Work completed to assignment specific specifications <p>Summative:</p> <ul style="list-style-type: none"> • Artwork • Written work • Test(s) <p>Benchmarks:</p> <ul style="list-style-type: none"> • Assignment(s) completed to specifications • Mid-year assessment/ Final examination • Teacher evaluation 	<p>APPROX. 90 Days</p>

New Jersey Core Curriculum Content Standard Area: 1.3 Performance

Topic/Course: **ADVERTISING & MARKETING / GRAPHIC DESIGN**

Grade: 10-12

Date: 2012

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>What is advertising/marketing and how do graphic designers build a company’s corporate identity and/or promote a product or service?</p>	<p>1.3.12.D.1, 2, 3, 4 Obj. 1 – Develop/utilize demographic data to create/present/critique graphic designs. Obj. 2 – Internalize and apply advertising/marketing/new media concepts by presenting ideas/creating graphic designs/critiquing, etc. appropriately, in order to effectively communicate ideas to target audience(s) demographically/culturally. Obj. 3 – Internalize and utilize brand development methodology (branding and corporate identity) which may include element(s) of new media. Obj. 4 – Utilize Elements of Art and Principles of Design in graphic design to create works which communicate effectively to target audience(s).</p>	<ul style="list-style-type: none"> • Introduction to advertising/marketing concepts/methodology/new media and subject-specific terminology • Students design/present a “pitch” of advertising for target audience(s) • Create proposals/designs/layouts which build company’s brand and corporate identity with target audience(s) using elements of old and/or new media. <p>Materials/Technology:</p> <ul style="list-style-type: none"> • Computer/Printer/Graphics Software/LCD • Examples/handouts • Advertising documents/media <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Utilize examples from differing countries/time periods and/or cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Critical thinking skills 	<ul style="list-style-type: none"> • Vocabulary lists • Examples • Student need specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/participation <p>Summative:</p> <ul style="list-style-type: none"> • Ability of students to list possible careers in the visual arts • Work completed to assignment specific specifications <p>Benchmarks:</p> <ul style="list-style-type: none"> • Assignment(s) completed to specifications • Mid-year assessment/Final examination • Teacher evaluation 	<p>APPROX. 70 DAYS</p>

New Jersey Core Curriculum Content Standard Area: 1.3 Performance

Topic/Course: **SYMBOLGY / GRAPHIC DESIGN**

Grade: 10-12

Date: 2012

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>How do symbols aid communication of ideas in Graphic Design?</p>	<p>1.3.12.D.1, 2, 3</p> <p>Obj. 1 – Internalize the difference between use of lettering and use of symbol in creating a corporate identity.</p> <p>Obj. 2 – Internalize and utilize proper procedures (thumbnail, roughs, comps, etc.) and compositional techniques in designing a symbol for representation and providing advertising impressions (branding).</p> <p>Obj. 3 – Utilize Elements of Art and Principles of Design while following a series of set procedures and specifications to create a graphic design which communicates an idea/identity effectively.</p>	<ul style="list-style-type: none"> • Introduction to basics of branding and creating/using symbols in graphic design • Practice recognizing non-typographical symbols. • Locate/present examples of concepts. • Introduction/practice of logomark creation/design • Design a logomark which effectively utilizes the E&P's and maximizes communication of brand identity while adhering to methodology and stated specifications. <p>Materials/Technology:</p> <ul style="list-style-type: none"> • Computer/Printer/Graphic Software/LCD Projector • Examples/handouts • Advertising documents/media <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Utilize examples from differing countries/ time periods and/or cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Critical Thinking Skills 	<ul style="list-style-type: none"> • Vocabulary lists • Handout • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation <p>Summative:</p> <ul style="list-style-type: none"> • Ability of students to list possible careers in the visual arts • Work completed to assignment specific specifications <p>Benchmarks:</p> <ul style="list-style-type: none"> • Assignment(s) completed to specifications • Mid-year assessment/ Final examination • Teacher evaluation 	<p>APPROX. 25 DAYS</p>

New Jersey Core Curriculum Content Standard Area: 1.3 Performance

Topic/Course: **TYPOGRAPHY / GRAPHIC DESIGN**

Grade: 10-12

Date: 2012

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>What is Typography and how is it utilized by Graphic Designers to add communicative value to written language?</p>	<p>1.3.12.D.1, 2, 3</p> <p>Obj. 1 – Internalize the difference between use of lettering and use of symbol in creating a brand identity.</p> <p>Obj. 2 – Be able to differentiate between different categories of typeface and parts of letter forms.</p> <p>Obj. 3 – Internalize and utilize proper typesetting technique/style/parameters in graphic design.</p> <p>Obj. 4 – Utilize typographical concepts in graphic design to maximize communication effectiveness.</p>	<ul style="list-style-type: none"> • Introduction basic of typography (anatomy and terminology). • Recognize/identify logotype examples and letter form elements. • Practice applying typesetting techniques • Locate/present examples and provide evidence of understanding of concepts. • Design/adhere to specs. for designing of a logotype • Use type effectively in a graphic design maximizing communication of ideas/ meeting stated objectives. <p>Materials/Technology:</p> <ul style="list-style-type: none"> • Computer/Printer/ Software • Examples/handouts • LCD Projector • Advertising <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Utilize examples from differing countries/ time periods and/or cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Critical Thinking Skills 	<ul style="list-style-type: none"> • Vocabulary lists • Handout • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation <p>Summative:</p> <ul style="list-style-type: none"> • Ability of students to list possible careers in the visual arts • Work completed to assignment specific specifications <p>Benchmarks:</p> <ul style="list-style-type: none"> • Assignment(s) completed to specifications • Mid-year assessment/ Final examination • Teacher evaluation 	<p>APPROX. 25 DAYS</p>

New Jersey Core Curriculum Content Standard Area: 1.3 Performance

Topic/Course: **LAYOUT DESIGN / GRAPHIC DESIGN**

Grade: 10-12

Date: 2012

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>What is layout and how can it be used to effectively communicate ideas to a target audience?</p>	<p>1.3.12.D.1, 2, 3</p> <p>Obj. 1 – Student will internalize and utilize layout principles verbally and in written work.</p> <p>Obj. 2 – Utilize layout elements (headlines, copy blocks, etc.) to design compositionally balanced layout(s) that meet specifications.</p> <p>Obj. 3 – Utilize a Standard Layout to specifications in concert with the Elements of Art and Principles of Design.</p>	<ul style="list-style-type: none"> • Introduction to advanced uses of the Elements of Art and Principles of Design and Standard Layout styles • Practice and apply presented concepts and associated techniques in graphic design production. <p>Materials/Technology:</p> <ul style="list-style-type: none"> • Computer/Printer/Graphic Software • Handouts • LCD Projector/Computers/AV • Examples • Advertising documents/media <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Utilize examples from differing countries/ time periods and/or cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Science/Color Theory • Critical thinking skills 	<ul style="list-style-type: none"> • Vocabulary lists • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation • Skill/concepts application • Work completed to assignment specific specifications <p>Summative:</p> <ul style="list-style-type: none"> • Artwork • Written work • Test(s) <p>Benchmarks:</p> <ul style="list-style-type: none"> • Assignment(s) completed to specifications • Mid-year assessment/ Final examination • Teacher evaluation 	<p>APPROX. 15 Days</p>