

Computer Graphics and Design I Curriculum Maps

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Unit 17: Package Design/Label Design

Unit 18: Package/Label Design

Unit 19: Advertising

Grade: 10-12 Subject: Computer Graphics and Design I	Unit 1: Introduction
Big Idea/Rationale	<ul style="list-style-type: none"> • TSW be introduced to the core concepts of what the CPL&D class will cover, as well as classroom rules. A review of design and its purpose will be presented.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • After a review of current events in the design and technology world, it will be explained to the students what is expected of their efforts during the course of the year.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How is the design process used to solve the problems that are presented to the students? • What are some examples in the real world of how design was used to solve a problem? • How will students be evaluated for their comprehension?
Content (Subject Matter)	<ul style="list-style-type: none"> • Presentation of real-world examples • Presentation of student work samples • Instructor - created notes
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • 1.2.12.A.2 Justify the impact of innovations in the arts(e.g., the availability of music online) on societal norms and habits of mind in various historical eras. • 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. • 1.4.12.B.3 Determine the role of art and art-making a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world. • 8.2.12.G.1 Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.
Materials and Resources	<ul style="list-style-type: none"> • Projector • Laptop Computer • PowerPoint
Notes	

Grade: 10-12 Subject: Computer Graphics and Design I	Unit 2: Elements and Principles of Design
Big Idea/Rationale	<ul style="list-style-type: none"> • TSW be introduced to the core concepts of what Elements and Principles of Design are.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Understanding Elements and Principles of Design are the first steps to the creative process. They are taught so that the student develops a starting point from which to begin forming their own design concepts.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the Elements and Principles of Design? • How are they used in real-world design solutions? • What should a student be aware of when they are looking at an object or image and are evaluating how Elements and Principles of design are being used?
Content (Subject Matter)	<ul style="list-style-type: none"> • Presentation of real-world examples • Instructor - created notes
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.3.12.D.1 Synthesize the elements of art and principle fo design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. • 9.4.12.C.(6).2 Analyze how elements and principles are applied in a broad range of specific works of art.
Materials and Resources	<ul style="list-style-type: none"> • Projector • Laptop Computer • PowerPoint
Notes	

Grade: 10-12 Subject: Computer Graphics and Design I	Unit 3: "Dylan" Poster
Big Idea/Rationale	<ul style="list-style-type: none"> • TSW learn how to put Photoshop to practical use by creating an original project that is based off of Milton Glaser's iconic "Bob Dylan" poster.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • After learning the basics of how Photoshop works, TSW learn about several introductory tools and begin to understand how they work both separately and in conjunction with each other.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What tools are essential to obtain a basic working knowledge of Photoshop? • What terminology should the student be aware of to understand how Photoshop and similar software products work? • Who is Milton Glaser, and why is his work important to us?
Content (Subject Matter)	<ul style="list-style-type: none"> • Instructor - created PowerPoint presentation and notes on Milton Glaser • Instructor-created notes on Adobe Photoshop
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.2.12D.1-3 8.1.12.a.6 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. • 1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks. • 1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
Materials and Resources	<ul style="list-style-type: none"> • Digital camera • Adobe Photoshop
Notes	

Grade: 10-12 Subject: Computer Graphics and Design I	Unit 4: Introduction to Photoshop
Big Idea/Rationale	<ul style="list-style-type: none"> • TSW continue their introduction to Adobe Photoshop
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • TSW learn how to use Adobe Photoshop by adding color, shading and texture to a B&W illustration.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What tools are essential to obtain a basic working knowledge of Photoshop? • What terminology should the student be aware of to understand how Photoshop and similar software products work?
Content (Subject Matter)	<ul style="list-style-type: none"> • B&W illustrations • Instructor-created notes on Adobe Photoshop
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.2.12D.1-3 8.1.12.a.6 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. • 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding
Materials and Resources	<ul style="list-style-type: none"> • Adobe Photoshop
Notes	

Grade: 10-12 Subject: Computer Graphics and Design I	Unit 5: Adobe Illustrator Introduction
Big Idea/Rationale	TSW learn how Adobe Illustrator is used to create original works of art.
Enduring Understanding (Mastery Objective)	TSW learn how to create original art and design work by using Adobe Illustrator as a creative tool.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How does Illustrator work? • How does Illustrator differ from Photoshop? • What basic tools do the students need to know to get a simple project completed? • Can the students create original work using Adobe Illustrator?
Content (Subject Matter)	<ul style="list-style-type: none"> • Instructor - created notes • Modeling
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 8.2.12.G.1 Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity. • 9.1.12A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Materials and Resources	<ul style="list-style-type: none"> • Projector • Laptop Computer • Adobe CS4 software
Notes	

Grade: 10-12 Subject: Computer Graphics and Design I	Unit 6: Introduction to Photoshop II
Big Idea/Rationale	TSW continue their introduction to Adobe Photoshop
Enduring Understanding (Mastery Objective)	TSW learn how to use Adobe Photoshop by adding color, shading and texture to a B&W illustration.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What tools are essential to obtain a basic working knowledge of Photoshop? • What terminology should the student be aware of to understand how Photoshop and similar software products work?
Content (Subject Matter)	<ul style="list-style-type: none"> • B&W illustrations • Instructor-created notes on Adobe Photoshop
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. • 8.1.12A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
Materials and Resources	<ul style="list-style-type: none"> • Projector • Laptop Computer • Adobe CS4 software
Notes	

Grade: 10-12 Subject: Computer Graphics and Design I	Unit 7: Adobe Illustrator introduction II
Big Idea/Rationale	TSW learn how Adobe Illustrator is used to create original works of art.
Enduring Understanding (Mastery Objective)	TSW learn how to create original art and design work by using Adobe Illustrator as a creative tool.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How does Illustrator work? • How does Illustrator differ from Photoshop? • What basic tools do the students need to know to get a simple project completed? • Can the students create original work using Adobe Illustrator?
Content (Subject Matter)	<ul style="list-style-type: none"> • Instructor - created notes • Modeling
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software. • 9.2.12.A1 Analyze the relationship between various careers and personal earning goals.
Materials and Resources	<ul style="list-style-type: none"> • Projector • Laptop Compute • Adobe CS4 software
Notes	

Grade: 10-12 Subject: Computer Graphics and Design I	Unit 8: Adobe Illustrator Evaluation
Big Idea/Rationale	<ul style="list-style-type: none"> • TSW display their knowledge of Illustrator through a series of exercises.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • TSW learn how to create original art and design work by using Adobe Illustrator as a creative tool.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How does Illustrator work? • What are the appropriate tools to use for a specified task?
Content (Subject Matter)	<ul style="list-style-type: none"> • Instructor - created evaluation
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 8.1.12A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. • 9.2.12.A.3 Analyze how the economic, social, and political conditions of a time period can affect starting a business and can affect a plan for establishing such an enterprise. • 9.2.12.A1 Analyze the relationship between various careers and personal earning goals.
Materials and Resources	<ul style="list-style-type: none"> • Projector • Laptop Computer • Adobe CS4 software
Notes	

Grade: 10-12 Subject: Computer Graphics and Design I	Unit 9: Adobe InDesign Introduction
Big Idea/Rationale	TSW learn how to use Adobe InDesign to create an original page layout.
Enduring Understanding (Mastery Objective)	TSW learn how to create original art and design work by using Adobe InDesign as a creative tool in collaboration with Adobe Illustrator and Photoshop
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How does InDesign work? • How does InDesign work with Illustrator and Photoshop? • What basic tools do the students need to know to get a simple project completed? • Can the students create original work using Adobe InDesign?
Content (Subject Matter)	<ul style="list-style-type: none"> • Instructor - created notes • Modeling
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. • 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
Materials and Resources	<ul style="list-style-type: none"> • Projector • Laptop Computer • Adobe CS4 software
Notes	

<p>Grade: 10-12 Subject: Computer Graphics and Design I</p>	<p>Unit 10: Logo Design</p>
<p>Big Idea/Rationale</p>	<p>TSW create an original logo.</p>
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • TSW learn the history of logos • TSW learn thumbnail drawing skills • TSW learn brainstorming skills • TSW learn how to use a scanner • TSW learn how to convert raster-based art into vector-based art • TSW learn how to manipulate complex Adobe Illustrator documents
<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • How are logos created as effective marketing tools? • What are some of the brainstorming tools used during the creative process? • How do you use a scanner? • How do you take scanned artwork and create vector-based art from it?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Presentation of student work samples • Instructor - created notes
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. • 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software. • 9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Computer • Adobe Illustrator • Adobe Photoshop
<p>Notes</p>	<ul style="list-style-type: none"> • Good-Bad logo presentation.ppt • Logo Design sketches 2011.pdf • Logo History 2011.pdf • Logo History.ppt • Logobet Quiz 2011.pdf • Thumbnail sketching worksheet.pdf

Grade: 10-12 Subject: Computer Graphics and Design I	Unit 11: Stationery System Design
Big Idea/Rationale	TSW design, create and mount the components of a stationery system.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • TSW learn the purpose of a stationery system in the business workplace • TSW learn what makes a good stationery system • TSW learn how to organize and design their own stationery system • TSW learn how to organize and format a letter for business purposes • TSW learn how to safely utilize an X-acto knife • TSW learn how to use adhesive products used in mounting 2-D work for presentation purposes • TSW learn how to organize and mount 2-D work for presentation purposes
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How and why are stationery systems created as effective marketing tools? • What are some uses for a professionally formatted letter? • How can an X-acto knife be used safely? • How do you use difficult to control adhesives such as spray mount and rubber cement? • How do you organize and mount work so it is neat and presentable?
Content (Subject Matter)	<ul style="list-style-type: none"> • Presentation of student work samples • Presentation of actual stationery systems used in the business world • Instructor - created notes
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. • 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software. • 9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
Materials and Resources	<ul style="list-style-type: none"> • Computer • Adobe Illustrator • Adobe Photoshop • Adobe Indesign

Notes

- [Stationery formatting.pdf](#)
- [Stationery Parameters.pdf](#)

<p>Grade: 10-12 Subject: Computer Graphics and Design I</p>	<p>Unit 12: Typography</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • TSW learn how letterforms originated and evolved to our current form of understanding. This will include instruction of history, technology and terminology. • TSW also learn how typography is used to communicate in contemporary culture. They will then use this knowledge to create their own unique typeface that expresses their personality.
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • TSW understand where our modern forms of writing originated from. • TSW learn how printing technology has evolved over the centuries to allow humans better means of communication. • TSW learn applicable terminology. • TSW come to understand how a variety of typefaces are used in contemporary culture to provide clarity in communication.
<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • How did our current form of writing originate? • How has printing technology evolved? • How are typefaces used to communicate different types of messages?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Presentation of student work samples • Presentation of real-world examples • Instructor - created notes • "Helvetica" documentary
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. • 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. • 8.2.12.E.1 Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the relevant cultural perspectives into account throughout the design and development process. • 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. • 9.4.12.C.(3).4 Employ knowledge of basic printing processes to demonstrate readiness for careers in the pathway.

Materials and Resources	<ul style="list-style-type: none">• Projector• Computer• Scanner• Adobe Illustrator• Adobe Photoshop
Notes	

Grade: 10-12 Subject: Computer Graphics and Design I	Unit 13: Pictograms
Big Idea/Rationale	TSW take an ambiguous concept (such as love or peace) and attempt to communicate it through the use of original symbols and images that simulate how early humans may have interpreted such content.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • TSW understand how early human culture developed written language • TSW reinforce their skills in Adobe Photoshop and Adobe Illustrator
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How could early human culture have developed symbols to represent vague concepts? • How can we communicate vague concepts past the basics? • How can Photoshop and Illustrator be used in conjunction with traditional drawing tools to create original an original piece of visual communication?
Content (Subject Matter)	<ul style="list-style-type: none"> • Presentation of student work samples • Presentation of real-world examples • Instructor - created notes
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. • 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. • 8.2.12.E.1 Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the relevant cultural perspectives into account throughout the design and development process. • 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Materials and Resources	<ul style="list-style-type: none"> • Projector • Computer • Scanner • Adobe Illustrator • Adobe Photoshop
Notes	

Grade: 10-12 Subject: Computer Graphics and Design I	Unit 14: Screensaver
Big Idea/Rationale	TSW create a screensaver for the studio's Vision software program
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • TSW learn how to communicate a message visually • TSW reinforce skill sets for Adobe Photoshop and Adobe Illustrator • TSW learn how to combine both found and original images to create a unique visual solution to the proposed problem
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How can we communicate the essence of the computer graphics and design courses in a single static image? • How can we use our acquired knowledge to create an original image that portrays an accurate answer to the stated problem?
Content (Subject Matter)	<ul style="list-style-type: none"> • Presentation of student work samples • Instructor - created notes
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. • 8.2.12.E.1 Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the relevant cultural perspectives into account throughout the design and development process. • 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Materials and Resources	<ul style="list-style-type: none"> • Projector • Computer • Scanner • Adobe Illustrator • Adobe Photoshop
Notes	

Grade: 10-12 Subject: Computer Graphics and Design I	Unit 15: Research Paper
Big Idea/Rationale	TSW choose a photographer from a provided list and research their life and work, ultimately developing an opinion on what they believe made/makes them a great photographer.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • TSW learn about the events that helped shape the career choices of some famous photographers. • TSW use their imagination to propose a way of simulating their subject's photographic style using local subject matter. • TSW provide criticism and commentary on an image that the photographer took.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How is it that someone chooses to be a professional photographer? • What are some the ways that photographers train for their career? • What is it that makes some photographs considered to be superior in quality than others?
Content (Subject Matter)	<ul style="list-style-type: none"> • Presentation of student work samples • Presentation of real-world examples • Instructor - created notes
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. • 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. • 9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
Materials and Resources	<ul style="list-style-type: none"> • Computer • Scanner • Adobe Photoshop • Adobe InDesign
Notes	

Grade: 10-12 Subject: Computer Graphics and Design I	Unit 16: Photography
Big Idea/Rationale	TSW learn the history and technology behind photography and produce an original photographic work.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • TSW learn how the concept of photography came to be. • TSW learn how the technology of photography works. • TSW learn how different photographers work and their individual styles of photography. • TSW learn how to organize a photo shoot. • TSW learn how to develop concepts for their own photographic project.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How did photography come to be? • How does photography work (both traditional darkroom and digital methods) • What are different kinds of photographic styles? • What careers are available in the photography industry? • What steps are needed to plan out a photographic session?
Content (Subject Matter)	<ul style="list-style-type: none"> • Presentation of historical examples of photography • Presentation of student photography samples • Instructor - created notes on photography
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. • 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software. • 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Materials and Resources	<ul style="list-style-type: none"> • Projector • Computer • Digital cameras • Lighting equipment • Backdrops • Adobe InDesign • Adobe Photoshop
Notes	

<p>Grade: 10-12 Subject: Computer Graphics and Design I</p>	<p>Unit 17: Package Design/Label Design</p>
<p>Big Idea/Rationale</p>	<p>TSW learn about package design and its effect on product marketing and consumer purchasing behavior.</p>
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • TSW learn a brief history of package design, from its practical beginnings to more aesthetic designs. • TSW understand how, in a few circumstances, the packaging of a product affects consumer opinions about it. • With this new understanding, TSW learn how packaging is used as an effective marketing tool and create packaging for their own consumer product.
<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • How is packaging used as more than just a container to hold "stuff"? • How is packaging used as a marketing tool to help promote sales of the product that it contains? • What's involved in the planning and creation of packaging?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Presentation of historical examples of packaging • Presentation of student label design samples • Instructor - created notes on packaging and label design
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. • 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. • 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. • 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. • 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives. • 9.4.12.C.(3).4 Employ knowledge of basic printing processes to demonstrate readiness for careers in the pathway.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Projector • Computer • Digital cameras • Adobe Illustrator

	<ul style="list-style-type: none">• Adobe Photoshop• Computer Graphics & Design rubric
Notes	

Grade: 10-12 Subject: Computer Graphics and Design I	Unit 18: Package/Label Design
Big Idea/Rationale	TSW learn a brief history of package design and how it is used to influence consumer choices.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • TSW learn a brief history of package design, from its practical beginnings to more aesthetic designs. • TSW understand how, in a few circumstances, the packaging of a product affects consumer opinions about it. • With this new understanding, TSW learn how packaging is used as an effective marketing tool and create packaging for their own consumer product.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How is packaging used as more than just a container to hold "stuff"? • How is packaging used as a marketing tool to help promote sales of the product that it contains? • What's involved in the planning and creation of packaging?
Content (Subject Matter)	<ul style="list-style-type: none"> • Presentation of historical examples of packaging • Presentation of student label design samples • Instructor - created notes on packaging and label design
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. • 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. • 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. • 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. • 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives. • 9.4.12.C.(3).4 Employ knowledge of basic printing processes to demonstrate readiness for careers in the pathway.
Materials and Resources	<ul style="list-style-type: none"> • Projector • Computer

	<ul style="list-style-type: none">• Digital cameras• Adobe Illustrator• Adobe Photoshop• Computer Graphics & Design rubric
Notes	

<p>Grade: 10-12 Subject: Computer Graphics and Design I</p>	<p>Unit 19: Advertising</p>
<p>Big Idea/Rationale</p>	<p>TSW learn a brief history of advertising and how it is used to influence consumer choices.</p>
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • TSW learn a brief history of print advertising, from early history to the use of social networks as promotional media. • TSW understand how advertising has been used to influence consumer opinions. • With this new understanding, TSW create a simple ad campaign for the beverage product produced for the prior product.
<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • How has advertising been used through history as a way of communicating? • What are different ways of using advertising to develop influential behaviors in people? • How do professionals in the advertising field develop successful advertising campaigns?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Presentation of historical examples of advertising • Presentation of student created advertising projects • Instructor - created notes on advertising
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. • 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. • 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. • 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. • 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives. • 9.4.12.C.(3).4 Employ knowledge of basic printing processes to demonstrate readiness for careers in the pathway.

Materials and Resources	<ul style="list-style-type: none">• Projector• Computer• Digital cameras• Adobe Illustrator• Adobe Photoshop• Computer Graphics & Design rubric
Notes	