Orange Public Schools
Office of Innovation

Introduction to Graphic Arts Curriculum

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"GOOD TO GREAT"

Intro to Graphic Arts - Grade 9

Course Description: This course is a foundational course where students will explore visual communication and self-expression from an artistic perspective. Students will create commercial, interactive, and fine art through the lens of creative problem-solving. Exploration of careers in Graphic Arts will provide students with an overview of professions available in this field. All coursework will prepare students to be successful in the Graphic Arts CTE pathway.

Scope and Sequence

Timeline	Concepts
Marking Period 1 4 Weeks (20 Class Periods – 41 mins per Class Period)	**Unit 1: Graphic Design and Marketing Materials for Different Audiences** Defining Graphic Design, Designing with Purpose, Consistent Design, Creating Digital Images in Canva, Combining Images and Text, Designing for Marketing Purposes, Conceiving Designs for Different Audiences, Copyright Law, Managing Multiple File Formats.
5 Weeks (25 Class Periods - 41 mins per Class Period)	**Unit 2: Illustration for Product Design** Drawing and Sketching, Digital Illustration, Target Audiences, Sneaker Design Project, Themes in Graphic Design, Adobe Spark, Krita, Illustration & Drawing Apps, Print Advertisements, Ads for Theme-Based Products.
Marking Period 2 5-6 Weeks (25-30 Class Periods - 41 mins per Class Period)	**Unit 3: Package Design and Branding** Conceptualizing Effective Package Design, Purpose of Packaging, Packaging and Product Alignment, Packaging as a Form of Branding, Visual Components and Measures, Creating Images for Packaging, Copyright Law, Environmental Impact of Packaging, Environmentally Conscious Packaging Design, Culminating Presentation.
3 Weeks (15 Class Periods - 41 mins per Class Period)	**Unit 4: Designing Infographics and Animated Infographics** Communicating Information Visually, Designing Clear Infographics, Research Topics, Evaluating and Organizing Information, Designing Icons,

	Symbols, and Graphics, Designing for Target Audiences, Animating Data, Animaker Animation Video Application, Animations and Gifs, Google Drawings Diagramming Application, Animation Presentation.

| Unit I | Graphic Design and Marketing Materials for Different Audiences | Grade(s) | 9 |

Overview/Rationale

Students will create a variety of digital projects which will introduce them to graphic design skills. In this real-world project, students will create images for marketing to various audiences, learn to manage file sizes, and design within copyright law according to graphic design professional standards. Canva is the primary platform for training.

New Jersey Student Learning Standards

Career & Technical Education Standards

9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology, and communications workplace.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

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

Visual and Performing Art Standards:

Anchor Standard 1: Generating and conceptualizing ideas.

1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

Anchor Standard 2: Organizing and developing ideas.

1.5.12acc.Cr2a: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

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

12 Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Technology/Computer Science and Design Thinking	Interdisciplinary Standard(s)
8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor). | G-MG.A.1 Apply geometric concepts in modeling situations 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

G-MG.A.3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as |

they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

21st Century Skills

x	Civic Literacy	x	Communication
x	Global Awareness	x	Critical Thinking and Problem Solving
	Health Literacy		Collaboration
x	Financial, Economic, Business, & Entrepreneurial Literacy	x	Creativity and Innovation
	Environmental Literacy		Other:

Essential Questions

- How do graphic artists compose images creatively to secure jobs as graphic designers?
- How do features such as typography impact the outcome of a graphic design and reflect professional design skills?
- How do graphic designers creatively market to different audiences?

Enduring Understandings

- Effective marketing materials are carefully created by graphic designers in order to secure professional positions.
- Typography design can be carefully utilized to deliver a visual message and demonstrate a professional skillset.
- Online platforms such as Canva contain tools and functions specifically for the creation of effective graphic design.

Student Learning Targets/Objectives

- Create a graphic design for a specific audience by combining images and text according to professional guidelines.
- Create a Business Card and matching Flyer for a randomly assigned profession (ie., Accountant, Architect, Attorney, Baker, Contractor, Dentist, Engineer, Electrician, Hair Stylist, Music Teacher, Realtor, etc.) utilizing a graphic design application such as Canva. Write a brief discussion on the experience of being required to produce a professional design for a client.

- Create a menu with appropriate typography for a fast-food restaurant; create a second menu with appropriate typography for a high-end restaurant.

Assessments

- Formative: Select appropriate visual themes and prepare photos and text for correct file size.
- Formative: Create Canva files for a business card and matching flyer.
- Authentic: Create a Business Card and matching Flyer for a randomly assigned profession: Accountant, Architect, Attorney, Baker, Contractor, Dentist, Engineer, Electrician, Hair Stylist, Music Teacher, Realtor, etc.)
- Summative: Create two menus with distinct typography designs for two different audiences.

Teaching and Learning Actions

Instructional Strategies	Anticipatory Sets: Do Now's/research on Graphic Design definition and copyright law.
	Connecting Prior Knowledge: Review of marketing materials online.
	Task and Performance Modeling: Canva tools and functions.
	Conferencing with Students: Determine personal needs and offer individual guidance and support.
	Utilizing Technology in the Classroom
	Inquiry-Based Instruction
	Reflection
	Exit Tickets
	SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities, Adjusted Questions, Flexible Grouping, Choice Activities.
	Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Analysis of student work; Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Guest speakers; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Realia; Reinforcing effort and providing recognition; Role play/simulations/drama; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Word wall
Activities: Including G/T, SE, and ELL Differentiation	Students will complete:
	Research Graphic Design definition and discuss meaning.
	Research and discuss Graphic Design profession.

	Research the differences between a graphic designer and a graphic artist.
	Discuss image sourcing and copyright law.
	Research and discuss the professional skills a graphic designer must demonstrate within various facets of their design work.
	Become acquainted with an online platform work environment (Canva) and its components.
	Explore Canva tools and features by editing photographs and text.
	Explore marketing material sizes and practice altering them.
	Create a business card for a randomly assigned profession.
	Write a brief discussion on the experience of being required to produce a professional design for a client.
	Create a matching flyer for the business card.
	Design the menu typography for a fast-food restaurant.
	Design the menu typography for a high-end restaurant.
	Create a Business Card and matching Flyer for a randomly assigned profession: Accountant, Architect, Attorney, Baker, Contractor, Dentist, Engineer, Electrician, Hair Stylist, Music Teacher, Realtor, etc.)
	Create two menus with distinct typography designs for two different audiences.
	High: Create a Business Card, matching Flyer, and matching Brochure for a randomly assigned profession.
	Mid: Target
	Low: Create a business card for a randomly assigned profession.
	G/T - Advanced Project: Create a matching Brochure for the Business Card & Flyer Project.
	SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities, Adjusted Questions, Flexible Grouping, Choice Activities.
Experiences (virtual and live field trips)	Virtual Field Trips: Off Book | The Universal Arts of Graphic Design | PBS Video Visit Indeed.com to view Graphic Design job postings Find Graphic Designer Jobs with great pay and benefits in New York, NY | Indeed.com.

	Visit a New Jersey College offering Graphic Design major of study such as Kean University, Berkely College, New Jersey City University, Rutgers University, Montclair State University, Monmouth University, Rowan College, etc.

Resources

- Off Book | The Universal Arts of Graphic Design | PBS Video
- "Getting Started on Canva" https://youtu.be/AFk7erzR5S0
- "How to Save Your Canva Design as an Image" https://youtu.be/Ic5jJlszWdw
- "How to Create a Design Using Custom Dimensions" https://youtu.be/IaoiwR-S-n8
- "Adding and Editing Text" https://youtu.be/HAtmt2q08sA
- "Creating a Consistent Brand" Consistent branding (canva.com)
- Canva.com Tutorials: Designing with Canva – Design School (63 tutorials to choose from as needed)
- Instructor demonstrations on Canva
- Google Classroom, Google Drive
- Internet, Desktop

Pacing/ Time Frame	4 Weeks: (20 Class Periods – 41 mins per Class Period)

Unit 2	Illustration for Product Design	Grade(s)	9

Overview/Rationale

Students will learn drawing, sketching and digital illustration skills for product design. In this real-world project, students will also learn how to effectively combine illustration with graphic design for advertisements. Students will create art for target audiences utilizing themes in their artwork for unique designs. Adobe Spark, Krita, Google Drawings and/or other free illustration & drawing apps will be utilized to create an original product design and corresponding print ad for a theme-based product.

New Jersey Student Learning Standards

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology, and communications workplace.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-TEL.3 Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.

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

9.3.12.AR-PRT.3 Perform finishing and distribution operations related to the printing process.

Visual and Performing Arts Standards

 Anchor Standard 1: Generating and conceptualizing ideas.

1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

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

1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Anchor Standard 2: Organizing and developing ideas.

1.5.12acc.Cr2a: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
Anchor Standard 7: Perceiving and analyzing products.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

Career Readiness, Life Literacies, and Key Skills

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

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

12 Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Technology/Computer Science and Design Thinking	Interdisciplinary Standard (s)
8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.	RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

8.2.12.NT.2: Redesign an existing product to improve form or function.

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

G-MG.A.1 Apply geometric concepts in modeling situations 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

G-MG.A.3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

21st Century Skills			
	Civic Literacy	x	Communication
x	Global Awareness	x	Critical Thinking and Problem Solving
	Health Literacy	x	Collaboration
x	Financial, Economic, Business, & Entrepreneurial Literacy	x	Creativity and Innovation
	Environmental Literacy		Other:

Essential Questions

- How do graphic designers use drawings, sketches, and illustrations to create original products?
- How do advertising agencies create advertisements to promote products?

- How are effective and memorable advertisements created?

Enduring Understandings

- Drawing and illustration apps contain tools and functions for creating original artwork.
- There is extensive creative planning and technological work behind the products and ads we see daily.
- Graphic Design is strategically utilized to create messages that captivate the attention of audiences and persuade them to purchase products.

Student Learning Targets/Objectives

- Identify the fundamentals of illustration through digital drawing and sketching.
- Create an original theme-based product with an illustration (sneaker project).
- Produce an advertisement for a product for print and digital dissemination in Adobe Spark.

Assessments

- Formative: Sketch 2 ideas for a food-themed illustration using 3 or more colors.
- Authentic: Render a sketch into a refined illustration in a digital platform (ie., Krita or Google Drawings).
- Formative: Write a description of the sneaker design, including an original name, its intended target audience, and slogan.
- Authentic: Create an original theme-based product with an illustration (sneaker project).
- Summative: Create an original advertisement for a product on a digital platform (ie. Adobe Spark.)

Teaching and Learning Actions

Instructional Strategies	Anticipatory Sets: Do Now's/research on food-based themes. Deductive Inquiry: (*see Objectives)* Connecting Prior Knowledge: Discussion of popular ad campaigns and the impact they have on audiences. Brainstorming and Sketching: to conceive of illustration ideas. Task and Performance Modeling: on Adobe Spark tools and functions. Conferencing with students: to determine personal needs and offer individual guidance and support. SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities, Adjusted Questions, Flexible Grouping, Choice Activities, Target Different Senses. Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Analysis of student work; Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Guest speakers; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based

	learning; Reinforcing effort and providing recognition; Role play/simulations/drama; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Word wall
Activities: Including G/T, SE, and ELL Differentiation	Students will complete: Discuss the success of theme-based products in terms of high consumer interest and financial impact on fashion industry. Research popular sneaker brands. Research commercial websites for food theme sneakers and product lines (ie., Nike, Adidas, Thrasher, etc.) Brainstorm and sketch an original food illustration for a sneaker design. Convert the sketch into a digital illustration in a drawing app. Write a description of the sneaker design, including an original name, its intended target audience, and slogan. Create an original digital illustration that supports the product's target audience experience. Visit Food Illustration Images | Free Vectors, Stock Photos & PSD (freepik.com) Professional Food Illustration Source, Vector Illustration File Samples, Food Illustration Exemplars in a Variety of Styles (Guide to Create a Refined Digital Illustration). Create an original product design by combining illustration with sneaker template. Demonstrate use of digital editing tools and techniques to create an advertisement. Create a graphic design in Adobe Spark for an advertisement to promote a product (food theme sneaker). Assess sneaker design project based on checklist and rubric. HIGH: Create 2 versions of the sneaker project and advertisement with 2 different themes. MID: Target LOW: Create an illustration for a sneaker. G/T: Create two versions of the sneaker project with two different food-based themes; create two advertisements to correspond with their respective products. SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities, Adjusted Questions, Flexible Grouping, Choice Activities, Free Study Time, Target Different Senses.
Experiences (Virtual and live field trips)	

Nike By You Custom Shoes. Nike.com Design Custom Nike Shoes Online.

 Food Illustrations: the Best Custom Illustrated Food Image Ideas | 99designs –
Professional Illustrator Platform and Vendor – Food Illustration Collections – (Explore
as a Guide for Creating Preliminary Sketches and Drawings and Finished Illustrations).

Field Trips: Virtual and out of district; Museum of Arts and Design
www.madmuseum.org

Guest Speakers: Virtual MADLabs (Museum of Arts and Design) - Live engagements
conducted via Zoom or Google Meet. During this 60-minute program, MAD Artist
Educators bring artworks in the museum's collection to life through inquiry-based
discussions rooted in a theme of your choice. Each program includes art-making
instruction using everyday materials, or a virtual studio visit with a MAD Artist Studios
resident. Virtual MADlab K-12 Tour Themes 2021-updated.docx.pdf - Google Drive

Guest Speaker: Industry professional working in the sneaker design industry.

Resources

- Newsela Food/Sneaker Article (PDF) "If Your Taste Leans Toward Avocado Toast, These Folks Have the Shoes for You" By USA Today, adapted by Newsela on 03.07.19.
- Food Illustrations: the Best Custom Illustrated Food Image Ideas | 99designs – Food Illustration Collection – Drawing/Sketching Samples, (Guide for Creating Preliminary Sketches and Drawings).
- Food Illustration Images | Free Vectors, Stock Photos & PSD (freepik.com) Professional Food Illustration Source, Vector Illustration File Samples, Food Illustration Exemplars in a Variety of Styles (Guide to Create a Refined Digital Illustration).
- Nike By You Custom Shoes. Nike.com Design Custom Nike Shoes Online.
- Sneaker Templates (PDF)
- Food Themed Sneaker Advertising Project (PDF)
- Food Sneaker Samples (PDF)
- Krita, Google Drawings, and/or other free drawing and illustration apps
- Instructor demonstrations on Adobe Spark
- Adobe Spark, Internet, Desktop

Pacing/ Time Frame	5 Weeks: (25 Class Periods - 41 mins per Class Period)

Unit 3	Package Design	Grade(s)	9

Overview/Rationale

Students will conceptualize effective package design and learn the purpose of packaging and product alignment. Packaging as a form of branding will be explored with copyright law in mind. In this real-world project, students will learn to design visual components and images according to accurate measures with environmentally friendly materials. A culminating presentation of the package design and product concept will demonstrate the combination of skills acquired in Unit 2 and Unit 3.

New Jersey Student Learning Standards

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies, and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology, and communications workplace.

9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-TEL.3 Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.

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

9.3.12.AR-PRT.3 Perform finishing and distribution operations related to the printing process.

Visual and Performing Arts Standards

Anchor Standard 1: Generating and conceptualizing ideas.

1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Anchor Standard 2: Organizing and developing ideas.

1.5.12acc.Cr2a: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Anchor Standard 7: Perceiving and analyzing products.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

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

12 Career Ready Practices
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Technology/Computer Science and Design Thinking	Interdisciplinary Standard(s)
8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.	RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.
8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.	RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh,
8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of	

investigation, and propose an innovative sustainable solution.

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

G-MG.A.1 Apply geometric concepts in modeling situations 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

G-MG.A.3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

21st Century Skills			
x	Civic Literacy	x	Communication
x	Global Awareness	x	Critical Thinking and Problem Solving
x	Health Literacy	x	Collaboration
x	Financial, Economic, Business, & Entrepreneurial Literacy	x	Creativity and Innovation
x	Environmental Literacy		Other:

Essential Questions

- How do graphic designers conceive of effective package design?
- How does package design reflect branding strategies and concern for the environment?
- How do designers ensure accuracy of measures in all visual components and images created for package designs?

Enduring Understandings

- A clearly designed package concept can deliver effective messages for audiences.
- Designers create package designs with images, materials, and visual components which reflect the interests and preferences of specific audiences and concern for the environment.
- Measuring is a crucial aspect of package design and must be carefully repeated along multiple stages to ensure accuracy.

Student Learning Targets/Objectives

- Conceptualize and sketch an effective package design for a product utilizing images which reflect the product (food theme sneaker).
- Produce a package design with visual components and images according to accurate measures to enclose a product (pair of sneakers).
- Present a package design and product concept by discussing the intended branding strategy, target audience, and unique features which appeal to the audience.

Assessments

- Formative: Sketch a design concept featuring all package elements including potential images and brand name.
- Formative: Quiz on package design materials and harmful impact on the environment.
- Authentic Assessment: Create an image which represents the product for one or more surfaces of the package design.
- Authentic Assessment: Create a finished digital package design with visual components, environmentally conscious materials, images, and text according to accurate measures to enclose a product (pair of sneakers).
- Summative: Present package design by discussing product concept, intended branding strategy, target audience, unique features, and environmentally friendly materials. Create student-friendly rubric to assess design and provide opportunity for peer feedback.

Teaching and Learning Actions

Instructional Strategies	Anticipatory Sets: Do Now's/research on package design. Deductive Inquiry: (*see Objectives*) Connecting Prior Knowledge: Discussion of advertisements, branding, and target audiences. Perspective-Based Assignment: Approach project from perspective of real-world professional creating a package design. Task and Performance Modeling: regarding digital tools and functions. Conferencing with students: to determine personal needs and offer individual guidance and support. SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities, Adjusted Questions, Flexible Grouping, Choice Activities, Free Study Time, Target Different Senses. Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Analysis of student work; Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field

	study; Flexible/strategic grouping; Formative assessment process; Guest speakers; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reinforcing effort and providing recognition; Role play/simulations/drama; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Word wall
Activities: Including G/T, SE, and ELL Differentiation	Students will complete:
	Collect empty package of a product students like; briefly demonstrate to class citing reasons it is appealing such as color, form, graphic design, images, materials, etc.
	Read assigned sections and discuss "Packaging Design: The Forgotten Marketing Medium."
	Research package design samples and methods.
	Research and discuss package design and branding strategies.
	View online examples of package designs and discuss elements such as shapes, materials, color, images, and placement of text.
	Read and discuss "The Importance of Good Design to Reduce Environmental Impact."
	Create an image which represents the product for one or more surfaces of the package design.
	Read "The Environmental Impact of Food Packaging" and write a group outline of key points in a shared document.
	Observe demonstrations on Packlane.com tools and features to create a package design.
	Create a finished digital package design with visual components, environmentally conscious materials, images, and text according to accurate measures to enclose a pair of sneakers.
	Present package design by discussing product concept, intended branding strategy, target audience, unique features, and environmentally friendly materials.
	HIGH: Create a second version of the package design for a different target audience.
	MID: Target
	LOW: Create one image for one side of a package design and select one environmentally conscious material.
	G/T: Create two different package designs for different age groups.

	SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities, Adjusted Questions, Flexible Grouping, Choice Activities, Free Study Time, Target Different Senses.
Experiences (Virtual and live field trips)	Circular Packaging - Nike Circular Design Guide Online Guide - Focusing on purposeful packaging materials that can be repurposed, recycled, or biodegraded. Includes video content, questions for design exploration, and case studies. Cousins Packaging: Take a 360-degree virtual tour of a 60,000 square foot state-of-the-art stretch wrapper manufacturing facility - Virtual Tour - cousinspackaging

Resources

- www.Packlane.com Online package design platform.
- "Packaging Design: The Forgotten Marketing Medium," by Phil Forbes https://packhelp.com/packaging-design/.
- "The Importance of Good Design to Reduce Environmental Impact" by John Binns The Importance of Good Design to Reduce Environmental Impact - (rrc.co.uk)
- Circular Packaging - Nike Circular Design Guide Online Guide focusing on purposeful packaging materials that can be repurposed, recycled, or biodegraded.
- "The Environmental Impact of Food Packaging" by Foodprint.org, https://foodprint.org/issues/the-environmental-impact-of-food-packaging/
- 50 Creative Packaging Design Ideas (Canva.com)
- Cousins Packaging: Take a 360-degree virtual tour of a 60,000 square foot state-of-the-art stretch wrapper manufacturing facility - Virtual Tour - cousinspackaging
- Instructor demonstrations on Canva and Packlane.com features.
- Internet, Desktop, Google Drive, Google Classroom.

Pacing/ Time Frame	5-6 Weeks (25-30 Class Periods - 41 mins per Class Period)

Unit 4	Designing Infographics and Animated Infographics	Grade(s)	9

Overview/Rationale

Students will learn to design infographics to communicate detailed information to audiences clearly, concisely, and powerfully. Students will research a topic of choice, evaluate facts about the topic, and design an infographic conveying key information for a target audience. Students will then create an animated infographic based on their research. Animaker.com is a free online application which will be utilized to convey data through moving icons, symbols, and graphics. Students will present their final animation project and discuss their creative choices. In this

real-world project, students will learn how graphic artists organize, synthesize, and design complex information/data for a wide range of fields.

New Jersey Student Learning Standards

9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology, and communications workplace.

9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR-TEL.3 Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.

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

9.3.12.AR-PRT.3 Perform finishing and distribution operations related to the printing process.

Visual and Performing Arts Standards

 Anchor Standard 1: Generating and conceptualizing ideas.

1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Anchor Standard 2: Organizing and developing ideas.

1.5.12acc.Cr2a: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.

Anchor Standard 7: Perceiving and analyzing products.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

12 Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.	NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the	7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.2.12.NT.2: Redesign an existing product to improve form or function. 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*. RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

21st Century Skills			
x	Civic Literacy	x	Communication
x	Global Awareness	x	Critical Thinking and Problem Solving
	Health Literacy	x	Collaboration
x	Financial, Economic, Business, & Entrepreneurial Literacy	x	Creativity and Innovation
	Environmental Literacy		Other:

Essential Questions

- How do graphic artists create clear animated infographics?
- How do animated infographics visually convey complex information?
- How do designers organize information and images for the design of static infographics and animated infographics?

Enduring Understandings

- Graphic artists utilize a range of design skills to create clear animated infographics.
- Animated infographics effectively convey complex information to viewers with images, symbols, and expertly designed typography.
- Designers carefully organize information and images for animated infographics and static infographics according to priority and relevance for specific audiences.

Student Learning Targets/Objectives

- Research and analyze infographics designed for 3 different industries or sectors (ie., education, travel, medicine, government).
- Compare, contrast, and evaluate the use of symbols, images, and text between two infographics for the same topic.
- Sketch a preliminary concept for an animated infographic featuring all movement, graphic elements, text, and icons.
- Create a clear animated infographic for a topic of choice containing a minimum of 3 icons, 3 headings, 3 sections containing short sentences, and a matching color scheme of 3 or more colors.

Assessments

- Formative: Sketch a design concept featuring all infographic elements, text, and icons.
- Authentic Assessment: Create a clear infographic for a topic of choice containing a minimum of 3 icons, 3 headings, 3 sections containing short sentences, and a matching color scheme of 3 or more colors.
- Summative: Create an animated infographic with 3 or more frames, 3 or more moving objects, and 3 or more lines of text.
- Formative: Present an animated infographic project to class by discussing design choices and organization of information.

Teaching and Learning Actions

Instructional Strategies	Anticipatory Sets: Do Now's/research on infographics.
	Deductive Inquiry: (*see Objectives)*
	Connecting Prior Knowledge: Discussion of target audiences, and how to organize and present information.
	Perspective-Based Assignment: Approach project from perspective of real-world professional creating an infographic.
	Task and Performance Modeling: regarding digital tools and functions.
	Conferencing with students: to determine personal needs and offer individual guidance and support.
	SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities, Adjusted Questions, Flexible Grouping, Choice Activities, Free Study Time, Target Different Senses.
	Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Analysis of student work; Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Guest speakers; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note

	booking/journaling; Peer teaching/collaboration; Project-based learning; Reinforcing effort and providing recognition; Role play/simulations/drama; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Word wall
Activities: Including G/T, SE, and ELL Differentiation	Students will complete: Research and analyze infographics designed for 3 different industries or sectors (ie., education, travel, medicine, government). Compare, contrast, and evaluate the use of symbols, images, and text between two infographics for the same topic. Discuss differences and qualities which make different infographics clear, concise, and effective. Discuss how to eliminate clutter. Select an informational topic and conduct research. Topics may include How to Arrive to School on Time, How to Get Higher Grades, How to Write a Research Paper, How to Study and Pass a Test, or another topic of student's choice. Write a list of 5-7 key points of information or data in an organized, concise manner. Sketch a preliminary concept for an animated infographic featuring all graphic elements, text, and icons. Observe demonstrations on Canva and Google Drawings tools and features to create infographic files. Create a clear animated infographic for a topic of choice containing a minimum of 3 icons, 3 headings, 3 sections containing short sentences, and a matching color scheme of 3 or more colors. Create an animated infographic with 3 or more frames, and 3 or more moving objects. Present animated infographic to class by discussing design choices and organization of information. HIGH: Create a second animated infographic for a different target audience; or create a second animated infographic on a different topic of choice. MID: Target LOW: Design one moving icon, one moving heading and one sentence of moving text for 25% of an animated infographic. G/T: Create two different animated infographics for different age groups.

	<u>SE & ELL– Modifications according to individual student learning needs and aptitude</u>: Tiered Activities, Adjusted Questions, Flexible Grouping, Choice Activities, Free Study Time, Target Different Senses.
Experiences (Virtual and live field trips)	Field Trip: Society of Illustrators, NYC. [Admission, Location & Hours – Society of Illustrators (societyillustrators.org)](#) Guest Speakers: Society of Illustrators Virtual Workshop [Society of Illustrators – Promoting the art of Illustration (societyillustrators.org)](#) Society of Illustrators Virtual Tour [Virtual Tours – Society of Illustrators (societyillustrators.org)](#)

Resources

- [Make Infographic Videos for Free - Animaker](#) Animation Video Making, Animated GIFs & Short Videos, and Live Video Editing.
- Animaker.com Free Online App Tour, Exploration of Features Including Animation Video Making, Animated GIFs & Short Videos, and Live Video Editing: [Animaker's Extensive Features](#)
- [Add Shapes and Lines - Applied Digital Skills](#) (Google for Education)
- [Group Objects to Edit Multiple Objects At Once - Applied Digital Skills](#) (Google for Education)
- [Introduction to Design an Infographic in Google Drawings - Applied Digital Skills](#) (Online Instructional Series, Google for Education)
- [Tutorial - Introduction to Infographics (canva.com)](#) (Online Instructional Series, Canva)
- [Free Online Infographic Maker by Canva](#)
- Instructor demonstrations on Animaker, Canva and Google Drawings tools and features.
- Internet, Desktop, Google Drive, Google Classroom.

Pacing/ Time Frame	3 Weeks (15 Class Periods - 41 mins per Class Period)