

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

COMPUTER ART 2

**Curriculum writing committee:
Krystine Thompson**

Grade Level: 9-12

Date of Board Approval: _____2020_____

Course Weighting: Computer Art 2

Projects (Mastery of skills delineated in the curriculum)	80%
Classwork/ Participation (classwork- any and all skills learned leading up to projects, participation- weekly effort and focus in class)	20%
Total	100%

Curriculum Map

Overview: Through this course students will build upon the skills learned in Computer Art 1 as well as develop new skills in basic video production. Students will learn new techniques and developments to add to their previous knowledge base of the Adobe Creative Suite. Students will work collaboratively to problem solve through projects and prompts presented to them. Students will have a variety of materials and devices to work with to help ensure their success in the course.

Goals: Students will be considered advanced in the use of Adobe Illustrator and have more well defined skills and knowledge in the use of its programming. Students will develop collaboration and team work skills through group project and development. Students will have an advanced understanding of workflow and project organization. Students will develop proficient skills in Adobe Premier and basic video production. Students will build on their role as a digital citizen and further develop their own sense of ownership in the digital world. Students will develop further troubleshooting skills in terms of network or program errors, etc.

Big Ideas: The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. Artists use tools and resources as well as their own experiences and skills to create art.

Textbook and Supplemental Resources: iMac desktop, Adobe Illustrator, Adobe Photoshop, Adobe Premier, Google classroom, digital cameras, school internet/ network

Curriculum Plan

Time/Days: +/- 2 days

UNIT 1: MAC SYSTEM REVIEW & WORKFLOW/ ORGANIZATION

- Standards: 9.1.12H, 9.1.12J, 9.1.12K, 9.3.12A, 9.3.12F
- Anchors: C.IE.1.1, C.IE.3.1
- Eligible Content: Finder application, basic desktop, dock, folder creation, organization, workflow, login and logout, internet server, google classroom

Objectives:

The students will:

- Recognize applications and basic iMac system operations through teach led review and discussion to help organize their work and ensure computer understanding (DOK Level 1)
- Understand the Finder Application and its purpose in organizing student work and documentation (DOK Level 1)
- Organize finder application preferences to de-clutter and create clear workflow organization across all computers (DOK Level 2)
- Create class folders within the home directory to save all work and future projects to (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. iMac Review
 - a. Discuss how to login to the computer with username and password. Explain the dock to students and point out the internet server login and logout buttons. Explain other application icons for review.
 - b. Go to finder preferences and set up students' sidebar preferences to simplify Finder window. Establish a new Computer Art 2 folder within each students' home directory.

- c. Login to the internet and establish google classroom presence. Provide code if necessary. Explain troubleshooting tips of image blurriness, work not submitting to google classroom, etc. when not properly logged into the internet.

Materials

- Smartboard
- iMac Desktop
- iMac google slides

Assessments:

- **Diagnostic:** Discussion on previous knowledge obtained in computer art 1.
- **Formative:** Check that students are following step-by-step direction in setting up workflow folders and organization of their home directory.
- **Summative:** Teacher led review of needed materials and application icons to begin working in adobe programs for first project.

Time/Days: +/- 5-7 days

UNIT 2: REVIEW OF ILLUSTRATOR BASIC SKILLS AND KNOWLEDGE

- Standards: 9.1.12A, 9.1.12D, 9.1.12J

- Anchors: G.1.1.1, G.1.2.1

- Eligible Content: Line, shape, color, non-objective art, abstract art, emotion, texture, design, layers, illustrator tools

Objectives:

The students will:

- Use photographic references based around a central theme for ideas of color, texture, line, shape, etc. in creating their own non-objective artwork (DOK Level 1).
- Organize their artwork into a variety of layers based on their chosen photographs and differentiate layers by their focus (texture, color, shape, line work, etc.) (DOK Level 2)
- Recall on previous knowledge of illustrator skills used in Computer Art 1 and refine these skills to create an engaging artwork (DOK Level 1)
- Design a non-objective artwork using a variety of brush strokes, pencil work, line, shape, and color based on chosen photographs (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Illustrator tool review

- a. Go through the basic illustrator tools with students as a review. Discuss the hidden tools and their different options. Allow students to experiment in illustrator with the different tools to regain their understanding of the program.
 - b. Have students open the symbols palette and choose fashion. Allow them to choose a shirt and use the direct selection tool to manipulate and change the style. Have students use the pencil, line, shape, and paintbrush to design their t-shirt as their review of previous skills. Assist students with any troubleshooting and review of knowledge.
2. Non- Objective Artwork
- a. Introduce the topic of non-objective artwork through google slides presentation. Describe the difference in non-objective and abstract. Provide students with student examples as well as artist examples.
 - b. Allow students to brainstorm a centralized theme and explain they will choose 5 photographic images based on this theme to use as their inspiration for their project. Explain that they will pull texture, color, line, and shape ideas from their 5 photographs to layer and put together their own non-objective piece. Show students the teacher example with reference images.
 - c. Ask students to open an 8.5x11 in document to begin their work on. Have students place their 5 images in the surrounding art board. Check with each student on their 5 images and discuss what they hope to pull from the images.
 - d. Show students how to use the eye-dropper tool to get exact colors from photographs if they prefer. Encourage students to create their own color swatches. Explain how to get to the different brush presets and pencil strokes. Demonstrate how to begin the non-objective work and stress that this is a true creative process and will continue to grow as they work. Make sure students understand to use different layers for their different elements of their work. Explain that there should be no definite plan, just experimentation and layering of different elements together.
 - e. Allow students to work and have them submit their finalized piece as a PDF to the google classroom.

Materials:

- Review sheet of Illustrator tools
- Non-objective art google slides
- Example artwork from past students and famous artists
- Royalty free stock image sites
- iMac Desktop
- Wacom Tablets

Assessments:

- **Diagnostic:** Review of illustrator skills through teacher discussion and t-shirt design. Introduction to non-objective artwork through google slides presentation.

- **Formative:** Assist students individually as needed when beginning new work in illustrator and coming across issues with specific tools or directions. Teacher circulation and observation throughout the class period.
- **Summative:** Completed non-objective artwork submitted to google classroom as a PDF graded through a teacher rubric.

Time/Days: +/- 35 days

UNIT 3: ILLUSTRATION

- Standards: 9.1.12A, 9.1.12C, 9.1.12J, 9.2.12L, 9.4.12A
- Anchors: C.IE.1.1, C.IE.3.1
- Eligible Content: Illustration, drawing, digital drawing, visual representation, Adobe Illustrator, Adobe Photoshop, type, narrative, stroytelling

Objectives:

The students will:

- Identify key aspects of illustration and the importance of storytelling visually through a variety of projects and artworks (DOK Level 1).
- Develop and construct ideas and planning of projects through sketch and hand work design before beginning technologically to narrow down ideas and develop their best work (DOK Level 2).
- Interpret prompts and directions through creative thought process and the creation of unique, engaging artwork (DOK Level 2).
- Compare the differences in Adobe Illustrator and Adobe Photoshop through multiple project demonstrations and personal exploration of the software to determine which program they are most comfortable using in creating their work (DOK Level 3).

Core Activities and Corresponding Instructional Methods:

1. Doodle 4 Google Illustration
 - a. Students will be given the Doodle 4 Google logo design challenge. Each year google puts a prompt out for students to create a google doodle for the website. Students will be introduced to the theme for the year and discuss the prompt as a class. (Doodle 4 Google website provides prompt and whole-class activities as well).
 - b. Discuss how illustration relates to this logo design and how the students must rely on their imagery to tell their story or thoughts based on the prompt. Have students create 3 sketch designs on printed google logos. Conference with each student about their ideas and which they feel is strongest. This is graded as classwork and students must have 3 well developed drawings.

- c. Once a final sketch is chosen students may begin in Adobe Illustrator by scanning their sketch or starting free-hand within the program.
 - d. Demonstrate how to create template layer of the original google logo to draw over top of. Also demonstrate and remind students to use closed paths when trying to easily fill areas of their drawing. Encourage the use of paintbrushes and different styles. Remind students to use a variety of layers when creating their illustrations.
 - e. Have students fill out a google form to submit their logo to the contest if they want to (not required). Have students print a final copy of their illustration/ logo design to be hung. Also have students provide a written artist's statement accompanying the design. Students must also submit their work to the google classroom to be graded.
2. Illustration based on specific artists
- a. Introduce the illustration work of artist's Nacho Diaz and Rob Foote (focusing on Nacho Diaz's before& after series, and Rob Foote's Lab Series). Describe the comedic aspect of both artists and how they create engaging illustrations that a large group of people can relate to. Discuss illustration as a way to connect to multiple people at a time to tell a story visually.
 - b. Have students choose one of the artists to use for their project inspiration. Have students sketch 3 different designs for the overall idea of their project. Depending on which artist the student chooses artwork will vary across the class. Hold individual conferences with each student before allowing them to begin their work on the computer.
 - c. Allow students to scan in hand-drawn elements or begin straight on the computer. Encourage the use of free-hand drawing even digitally (not using template images from the internet). Have students focus on their best skills in drawing and create their own unique style through this project. It can be as simple or complex of a drawing as they want it to be.
 - d. Once completed students will submit their work to the google classroom as a PDF. (This lesson will serve as a diagnostic assessment for the next lesson to see what students know about creating original drawings in illustrator and how to create characters or design illustrations.)
3. Character Design
- a. Students will be introduced to aspects of digital painting using both Photoshop and Illustrator. Students will be shown different styles of digitally drawn characters to see what kind of style they prefer. (Some students may be intimidated by this drawing aspect. Encourage creativity and the creation of their own style, and to try their best.)
 - b. Students will begin to brainstorm ideas for their digital character. They must decide if they will be creating a full body drawing or more of a portrait (shoulders up). Students will create a back story for this character. Who is this person, where do they live, what are they involved in hobby wise, how old are they, etc. (We will use this character for a digital painting project afterwards.)
 - c. Allow students to brainstorm on paper and sketch ideas before beginning anything on the computer. Hold individual conferences with students on where their ideas are

headed and what they are thinking. Help students individually who may be struggling. Make sure to provide artist resources to help research and develop characters.

- d. Provide students with videos on how to use Photoshop to sketch and begin to design their character. Also provide students with how to use the Photoshop sketch in Illustrator if they prefer to work in Illustrator. Give students the option to use either program.
 - e. Have students complete a digitally drawn character in either Photoshop or Illustrator. Have students add text to their image in the background explaining who their character is and their background information (like a trading or playing card).
 - f. Students will submit finalized designs to google classroom to be graded by a teacher rubric.
4. Digital Painting
- a. Introduce environmental digital paintings. Discuss the idea of fantasy, reality, mystical creatures, and the creativity each artist puts behind their design and drawing. Discuss the character that was previously created in class and their back stories. Have students begin brainstorming and creating an actual storybook environment for their character.
 - b. Discuss digital storytelling and how to portray emotion, and narratives through color and design work. Use specific artist examples and images to help students in their sketch and design process. Ensure students begin on paper and conference with the teacher before beginning on the computer.
 - c. Allow students to use either Illustrator or Photoshop as they did with their character design. They may also use both programs one for sketching and one for finishing.
 - d. Have students copy and paste their previous character design into their new environment. Ask students to design a separate narrative page that will tell the story of their character and what they are doing in that moment in time. Discuss type and font styles that will accentuate their overall idea and theme.
 - e. Have students print a copy of their drawing as well as narrative. Show students how to mat their artwork and trim it to size if needed. Ask students to mat and mount their work on railroad board to be hung.
 - f. Have students submit a final copy of their drawing and narrative to the google classroom for a grade through a teacher rubric.

Materials:

- Google slides presentations
- iMac Desktop
- Smartboard
- Wacom Tablets
- YouTube Resource Videos
 - <https://www.youtube.com/watch?v=MhSQIPwtd4c>
 - <https://www.youtube.com/watch?v=2ycw20MaugA>
 - <https://www.youtube.com/watch?v=T52UliUtozA>

- <https://www.youtube.com/watch?v=PLPTDhJAeko>
- Google classroom
- Doodle 4 Google resources
- Railroad board
- Cutting board
- Glue

Assessments:

- **Diagnostic:** Teacher introduction and whole-class discussion based on individual projects being taught at the time.
- **Formative:** Check in on students individually and circulate the room regularly throughout the class periods to ensure students are on task. Assist with any trouble shooting issues regarding network errors or program issues. Hold individual discussions and conferences with students regarding project ideas.
- **Summative:** Completed assignments submitted to the google classroom as PDF or JPEG files, graded through a teacher rubric.

Time/Days: +/- 15-20 days

UNIT 4: PHOTOSHOP & ILLUSTRATOR COLLABORATIONS

- Standards: 9.1.12A, 9.1.12C, 9.1.12J, 9.2.12L, 9.4.12A
- Anchors: C.IE.1.1, C.IE.3.1
- Eligible Content: Adobe Illustrator, Adobe Photoshop, portraiture, caricature, cartoon, multi-step processes, abstract, artist and creative development

Objectives:

The students will:

- Identify ways to use Adobe Photoshop and Adobe Illustrator together to create a more cohesive and completed artwork (DOK Level 1).
- Organize their work and design process into different stages and levels of development through the use of Photoshop and Illustrator (DOK Level 2).
- Differentiate between Photoshop and Illustrator when creating an artwork and recognizing when it is best to use which program effectively (DOK Level 3).
- Apply concepts and knowledge from both Photoshop and Illustrator to create unique, individualized artwork (DOK Level 4).

Core Activities and Corresponding Instructional Methods:

1. Teacher Caricature
 - a. Introduce the lesson through character illustration and caricature drawing. Ask students what they previously know about caricatures and where they have seen them most.

Discuss the aspects of a caricature and its comedic tendencies, as well as exaggerations. Explain different styles of caricatures and detail aspects in the illustration (remind students they can try a new style from their previous character design or stick with the same style explored previously).

- b. Show celebrity examples of caricatures and ask students to choose a celebrity portrait photograph by Martin Schoeller to download for their practice image (use this artist because he creates close up, front view portraits, easy to work with).
 - c. Have students open their portrait in Photoshop, and resize it to an 8x10in image. Begin going through the step-by-step process of distorting the facial features. Remind students they should be exaggerating but not overdoing it. Caricatures are still about recognizing the person and being able to tell who they are.
 - i. Filter → Liquify → allow students to use the bloat, and pucker tool to exaggerate certain features.
 - d. Once the students have completed their exaggerations have them save the file as a JPEG. Open Adobe Illustrator with a new 8.5x11in document. Place the celebrity JPEG into that document and create a template from it.
 - e. Have students begin to work on their style of choice for their caricature. Will it be more of a digital painting style, simple cartoon closed-path portrait, etc. Provide past student examples of different styles for current students to look at. Give students 3 days to work on establishing a style. This does not need to be finished it is just classwork (graded for participation) to get the process and planning down for their teacher photograph.
 - f. Have students provide a photograph of a chosen teacher. Go through the same steps they completed for their celebrity classwork example and begin their teacher portrait. They should have a solid understanding of the style they will be completing and be able to work with a plan in mind.
 - g. Once the portrait is complete allow students to use a royalty free site to put a body image on the teacher and create a drawn background as well. Students may use royalty free images to trace as templates in their background. The background should be representative of the teacher in the caricature.
 - h. Students will submit their caricature to the google classroom as a PDF file, and also print a copy for the bulletin board.
2. Sliced Self- Portrait
- a. Discuss abstract self-portraits with students and show digitally manipulated examples of self-portraits. Have students use the class cameras to take photographs of themselves or they may use their personal phones if they're more comfortable. Let students know it is a portrait, neck up, no need for a full body, but the photograph should be in portrait layout not landscape.
 - b. Have students use Photoshop to edit/ enhance their photograph as they'd like. (Black and white, color/ saturation, brightness/ contrast, etc.)
 - c. Go through step-by-step directions with the students on completing a sliced portrait. Use youtube videos to help with steps. Watch a few steps and then teach those steps to

the students. (Screencast a full tutorial so students who are absent can watch the screencast for the day they absent).

- d. Have students go into Adobe Illustrator and create their own, unique, abstract background. They can draw freehand, paint, use the shape and line tools however they'd like. Students can export their background as a JPEG and then open this document in Photoshop. Have students place their portrait on top of their new background. Students will submit a completed JPEG portrait to the google classroom.

Materials:

- Caricature Google slides
- Caricature style examples
- Celebrity portraits from google
- Teacher portrait
- Step-by-step direction handouts
- Abstract Portrait google slides
- Abstract Adobe Illustrator background design examples
- Adobe Illustrator and Photoshop
- YouTube Resource Videos
 - <https://www.youtube.com/watch?v=zW00ypTPswg>
 - <https://www.youtube.com/watch?v=DPSs1IxiDsM>
- Google classroom
- iMac Desktop
- Smartboard

Assessments:

- **Diagnostic:** Teacher introduction and whole-class discussion based on individual projects being taught at the time.
- **Formative:** Check in on students individually and circulate the room regularly throughout the class periods to ensure students are on task. Assist with any trouble shooting issues regarding network errors or program issues.
- **Summative:** Completed assignments submitted to the google classroom as PDF files, graded through a teacher rubric.

Time/Days: +/- 25-30 days

UNIT 5: VIDEO EXPLORATION

- Standards: 9.1.12A, 9.1.12C, 9.1.12K, 9.3.12A
- Anchors: C.IE.1.1, C.IE.3.1
- Eligible Content: Adobe Illustrator, Adobe Photoshop, Adobe Premier, stop-motion, cinemagraphs, basic video production, video editing, media production, media processes

Objectives:

- Identify ways to use Adobe Photoshop for small video processing and project concepts (DOK Level 1).
- Understand how to use Adobe Premier and become familiar with the program tools and concepts through multiple project assignments (DOK Level 1).
- Recognize the basic video concepts of pre-production, production, and post production in how to organize and produce video projects (DOK Level 2).
- Collaborate and plan with classmates in a group environment to ensure one another's success throughout the different video assignments (DOK Level 4).

The students will:

Core Activities and Corresponding Instructional Methods:

1. Cinemagraphs
 - a. Discuss GIFs and their usual intended purpose as students know of them today (comedy). Ask students how they could create a GIF or cinemagraph that is more art based and has more conceptual ideas to it. List the different ideas provided by students.
 - b. Introduce students to artistic gifts through YouTube video resources and examples in a google slides.
 - i. https://www.youtube.com/watch?v=sJVTnQL_Lug
 - ii. <https://www.youtube.com/watch?v=8MpBC7Rfh8Q>
 - iii. https://www.youtube.com/watch?v=IKzS_TJKPKY
 - c. Take students outside to film for their cinemagraph. Have students work in small groups 3-4 people maximum. Have students upload their video footage at the end of class. Encourage students to have a few examples to work with.
 - d. Show students how to create a cinemagraph through step-by-step demonstration and direction as a whole class. Handout step-by-step directions for students to follow along. Check for student understanding after each step.
 - e. Have students submit their final GIF to the google classroom. Have students open their GIF on their desktop and have students walk around to see one another's work. Discuss the successes and troubles students went through.
2. Stop- Motion Animation
 - a. Discuss the 4 main types of stop- motion
 - i. Claymation
 - ii. Object- Motion
 - iii. Cut-out Motion
 - iv. Pixelation
 - b. Break down the project into sections. Idea → Storyboard → Frame Rate → Controlled light & background. Have students work in groups of 4-5. Allow them to come up with

an idea and story line together. Have students work on the story board outline and hold a conference with each group before beginning any filming.

- c. Discuss if students will be building sets (diorama style, can also use model magic for characters). Students can bring in small toys for props (Legos, army men, Barbie dolls, etc.) Allow students to discuss as a group who can bring what in and create a list of supplies for their movie.
 - d. Have students begin photographing once they have had their conference and development discussion with the teacher. Observe groups working and ensure there is equal participation from all members. Prompt and redirect members of the group who may be off task. Make sure students document where they end in their storyline each day to pick up photographing for the next day. Give students time to upload their images each day in class.
 - e. Show students how to upload their images into Adobe Premier and edit their sequences as needed. Provide students with a step-by-step tutorial and YouTube resource.
 - i. <https://www.youtube.com/watch?v=82RM7ZpldxM>
 - f. Show students how to add rolling credits to the end of their stop-motion video and export properly. Have each group submit one video to the google classroom. Have each group member fill out a rubric and self-assessment to be handed in.
3. Basic Video Production
- a. Go over the process of creating a movie/ video. Discuss pre-production, production, and post- production. Explain that throughout different movies and videos the camera angles are of the utmost importance in capturing the scene correctly.
 - b. Show students YouTube video on camera angles with Zach King. Provide students with a handout to take notes on the different camera angles and define the differences in each type of shot.
 - c. Have students complete 4 classwork assignments documenting the different camera angles as small groups. After each camera exercise students will compile a video to submit showcasing their video angles.
 - i. Camera Exercises 1- Extreme close up, close up, mid shot, long shot, extreme long shot
 - ii. Camera Exercises 2- Pan, Tilt, Dolly in, Dolly out, Tracking
 - iii. Camera Exercises 3- High Angle, Low angle (back and forth conversation), worm's eye with a tilt, bird's eye with a pan
 - iv. Camera Exercises 4- 180-degree rule
 - d. Students will take video clips using their cellphone or canon powershot school cameras. Students should have previous understanding of how to upload files from their cellphone or the school camera but review this with them using the proper USB or charging chord.
 - e. Have students begin a new project in Adobe Premiere and click File→ Import. Choose the necessary clips to input. The files will be put into the bottom left of the workspace. Have students drop and drag one video clip into the timeline (bottom right), and then delete the video. This will allow a timeline sequence to be started. Students can then

begin by creating their first Title slide with their name and class period. Then a new title addressing the video sequence ex: Extreme close up. The videos will then be dragged to the top left “working space” to be trimmed and edited before being dragged into the timeline sequence. Once trimmed drag into the timeline sequence on the bottom right. The video will play along the top right of the screen.

- f. Explain that students need rolling credits at the end of each sequence to give credit to those in their video. Students should also use the YouTube audio library to add a copyright free audio track to their sequences. This track should be added to the rolling credits.
 - g. Explain how to properly export videos. Save as a premier file before exporting
 - h. To EXPORT: File--> Export--> Media FORMAT--> H.264 --> Preset YouTube 1080 Output Name (in blue) Click and rename "Your Name Cam Ex 1" Export..... place into home directory COMP ART 2 folder and then add to Google Classroom. (Once students complete their camera exercises 1 video the process becomes repetitive and can be done fairly quickly. Show students how to add transitions between clips as they progress.)
4. A Day in the Life Video
- a. Have students use the knowledge gained from their camera exercises to film a day in the life video. Have them choose a friend, family member, possibly staff, etc. to film different sequences for their “Day in the life” video. Students will be required to use at least 4 of the different camera angles in their video.
 - b. Have students bring video footage with them to upload and edit in class. Students may use class time to video as well if possible. They must have work to do within the class period. Discuss including interviews of the subject and/ or asking them questions to add content to the video.
 - c. Assist students in editing and uploading their video footage. Allow students to add audio tracks if they want or keep original audio. Have students export their video following the same steps in their camera exercises and submit their work to the google classroom.

Materials:

- Google classroom
- Adobe Premiere
- Adobe Photoshop
- Class cameras
- Cellphones
- YouTube resources
 - https://www.youtube.com/watch?v=sJVTnQL_Lug
 - <https://www.youtube.com/watch?v=8MpBC7Rfh8Q>
 - https://www.youtube.com/watch?v=IKzS_TJKPKY
 - <https://www.youtube.com/watch?v=82RM7ZpldxM>

- Tripods
- Model Magic
- Outside resources or props brought in by students

Assessments:

- **Diagnostic:** Teacher introduction and whole-class discussion based on individual projects being taught at the time. Teacher demonstration and past student examples.
- **Formative:** Check in on students individually and circulate the room regularly throughout the class periods to ensure students are on task. Assist with any trouble shooting issues regarding network errors or program issues. Provide step-by-step direction throughout lessons.
- **Summative:** Completed assignments submitted to the google classroom as specific file types per lesson, graded through a teacher rubric.

Checklist to Complete and Submit:
(Scan and email)

- _____ **Copy of the curriculum using the template entitled “Planned Instruction,” available on the district website.**
- _____ **The primary textbook form(s).**
- _____ **The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.**

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ **Date** _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>