

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

COMPUTER ART 1

**Curriculum writing committee:
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Grade Level: 9-12

Date of Board Approval: June 2025

Course Weighting: Computer Art 1

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:

The purpose of this course is to teach students how to create original artwork using an iMac desktop and Adobe Creative Cloud applications. Students will have the opportunity to create original drawings and digital art using Adobe Illustrator as well as identify ways to edit and manipulate photographs in Adobe Lightroom and Photoshop. Students will have a variety of technological devices, such as cameras and drawing tablets available to help them in creating successful artwork. Those who successfully complete this course will have opportunities to move on to Computer Art 2 (advanced digital exploration) or Digital Media Design (communication, public relations, and graphic design focused).

Goals:

Marking Periods 1 & 3: Based on 45 days

- UNIT 1: MAC OPERATING SYSTEM AND DIGITAL CITIZENSHIP (5 days)
 - Students will have a sound understanding of an iMac desktop computer and be able to navigate through search engines and computer programs that support their knowledge of the adobe creative cloud programs.
 - Students will come to understand their role as digital citizens and how that affects their use of images and sources from the web.
 - Students will obtain different troubleshooting skills when encountering issues with the iMac in terms of the network server, application glitches, etc.
- UNIT 2: ELEMENTS AND PRINCIPLES OF DESIGN (25 days)
 - Students will identify the elements and principles of art and explore how to incorporate them into their projects.
 - Students will become proficient in their knowledge and skill development in Adobe Illustrator.
 - Students will use the elements and principles to create engaging artwork.
- UNIT 3: MOOD AND EXPRESSION IN ARTWORK (15 days)
 - Students will understand how the combination of the elements and principles can create certain moods and emotions in artwork.

- Students will identify how color and other elements can contribute to the mood of an artwork.
- Students will understand the pencil and pen tool through a creative portrait design.

Marking Periods 2 & 4: Based on 45 days

- **UNIT 4: PHOTOSHOP MANIPULATION** (35 days)
 - Students will become proficient in their knowledge and skill development in Adobe Photoshop.
 - Students will understand the tools photoshop has to manipulate and combine photos to create unique digital compositions.
 - Students will create visually engaging artwork through different photoshop tools and techniques.
- **UNIT 5: CANVA EXPLORATION** (10 days)
 - Students will have a basic understanding of canva and its features.
 - Students will create unique artwork in Canva through project and portfolio development.
 - Students will identify how Canva can be used across subjects and take that knowledge outside of the classroom to use on future projects.

Big Ideas:

Big Idea #1: The skills, techniques, elements, and principles of the arts can be learned, studied, refined and practiced.

Big Idea #2: Artists use tools and resources as well as their own experiences and skills to create art.

Big Idea #3: Technology and digital tools can be used in a variety of ways to create unique and engaging artworks.

Textbook and Supplemental Resources: iMac Desktop Computers, Adobe Photoshop, Adobe Illustrator, Google Classroom, School Internet/ Network, digital cameras, Wacom tablets

Curriculum Plan

Time/Days: 5 Days

UNIT 1: MAC OPERATING SYSTEM AND DIGITAL CITIZENSHIP

- Standards:
 - 9.1.12H, Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
 - 9.1.12J, Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
 - 9.1.12K, Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.
 - 9.3.12A, Explain and apply the critical examination processes of works in the arts and humanities.
 - 9.3.12F, Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.

Objectives:

The students will:

- Recognize different key aspects of the iMac desktop (DOK Level 1)
- Identify applications and programs on the desktop computer (DOK Level 1)
- Organize their desktop into computer art folders for proper workflow and saving procedures (DOK Level 2)
- Assess their individual role as a digital citizen and what it means to take a part in the internet sharing world (DOK level 3)

Core Activities and Corresponding Instructional Methods:

1. Mac For Beginners Introduction
 - a. Describe login procedures and set up new passwords if needed
 - b. Set up Finder and mouse preferences, explain home directory
 - c. Describe network connection and login procedures for the internet, connect to google classroom
2. Digital Citizenship
 - a. Discuss the role of the students as digital citizens and what it means to play a part in the internet world
 - b. Understand copyright, fair use, public domain, and appropriation
 - c. Identify royalty-free sites for use throughout the semester
 - d. Play “The Four Factors of Fair Use” Video

- i. <https://docs.google.com/presentation/d/1jgtgIMX8wryWWhoQQp4-9N4MfTndHJEX29C-fVDUhh7Q/edit?usp=sharing>

3. Digital Acrostic Poem

- a. Introduce Adobe Express→ free online program
- b. Help students navigate through opening the internet and working on the Mac System
- c. Show the class past examples
- d. Have students use Adobe Express to create an Acrostic Poem using their name

Materials

- Individual Google classrooms
- “Get to Know Your Mac” Powerpoint
 - [Get to know your Mac](#)
- Smartboard
- List of royalty free sites provided on google classroom
- iMac Computers
- <https://www.eff.org/teachingcopyright/lessons#definitions> (teacher resource)

Assessments:

- Diagnostic: Q&A on previous knowledge about iMacs
- Formative: Check that students are properly logged on to the computer, teacher observation during note taking, discussion during digital citizenship introduction
- Summative: Completed crossword for classwork grade, teacher checklist to ensure computer properly set up with necessary folders and preferences

Time/Days: 25 days

UNIT 2: ELEMENTS AND PRINCIPLES OF DESIGN

- Standards:
 - 9.1.12A, Know and use the elements and principles of each art form to create works in the arts and humanities.
 - 9.1.12B, Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
 - 9.1.12E, Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
 - 9.1.12H, Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

Objectives:

The students will:

- Summarize the difference between raster and vector graphics. (DOK Level 1)

- Identify basic tools in Adobe Illustrator and understand how to navigate the program for class assignments (DOK Level 1)
- Use understanding of the elements and principles of art to create engaging artwork (DOK Level 1)
- Show understanding of various illustrator tools and functions through the creation of individualized artwork. (DOK Level 2)
- Create artworks representing multiple elements and principles in art (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Raster and Vector Graphics
 - a. Explain the difference in raster and vector graphics through teacher powerpoint and discussion.
 - b. Explain the functions of illustrator and how it is a vector program to be used for computer generated artwork.
 - c. Discuss some different and common illustrator tools.
2. Simple and Complex Patterns
 - a. Identify the adobe illustrator icon on the dock and instruct students to open the program
 - b. Explain how to open a new document in adobe illustrator, describe some of the tabs students will see when they begin a new document (Print, web, etc.)
 - c. Ask students to open a new 8.5x11 in document, explain to always check their document size is in INCHES not POINTS
 - d. Handout worksheet with a diagram of the illustrator toolbar and explain tools to focus on for the first project. Explain illustrator document terminology (artboard, workspace, etc.)
 - e. Explain that tools in illustrator with a carrot at the bottom mean there are multiple options, or hidden tools, if you click and hold that specific tool
 - f. Have students create shapes with step-by-step direction, explain fill and stroke.
 - g. Show and explain the top toolbar for tool presets when going through stroke color choice.
 - h. Allow students to experiment with shapes and begin creating groups of 3 shapes together.
 - i. Explain stacking order and arrangement. Any shape created first will always be underneath the next shapes created. Illustrator creates stacks and arrangements in the order you draw the objects.
 - j. Allow students to develop 3 different groups of a minimum of 3 shapes. Show students how to group their shapes and copy and paste to create a simple pattern choosing one of their groupings.
 - k. Show students how to deconstruct their simple pattern, rework it and discuss the proportion of shapes/ scale/ size to create a new complex grouping. Have

students create a new pattern from this re-constructed grouping as a complex pattern.

- l. Show students how to save as an AI document and PDF. Show students how to submit work to google classroom. Have students submit a simple and complex pattern to google classroom assignment links as PDF files.
 - m. Extension- For those who finish early provide instruction on how to use the direct selection tool to manipulate anchor points and create organic shapes. Use the school colors and logos to create school spirit patterns.
3. Logo Design
- a. Build on previous knowledge of the shape tool and expand tool use to the shape builder, alignment tools, and pathfinder
 - b. Go through the tutorials step by step with students to create a magnifying glass, envelope, cloud, and word bubble (these tools will be used to create a logo design).
 - i. Pathfinder,+Align,+&+Shape+Builder (1).pptx
 - ii. Grade tutorials as a classwork assignment
 - c. Show students examples on how to create symbols using these tools
 - d. Have students fill out an all about me sheet to help identify key attributes or things that they identify with. This will help students come up with their own symbols to represent who they are.
 - e. Students will create 3 thumbnail sketches of their icons/ logos to represent who they are. Discuss overlapping symbols and making sure their icons work together to create a cohesive design.
 - f. Discuss work with each student and then allow them to begin in illustrator when ready. Put thumbnail sketches in the gradebook as a classwork assignment.
 - g. When students begin wrapping up, show them how to copy and paste and use the recolor option to create color variations as well as move pieces of their design to rearrange and decide on their final.
 - h. Once complete, have students submit their work to google classroom and submit a written explanation of their symbols and what their logo represents.
4. Low-Poly Animal
- a. Introduce low-poly artwork through a teacher powerpoint.
 - i. Low- Poly Animals
 - b. Introduce the use of the pen tool through teacher demonstration on illustrator handouts.
 - i. Have students go through the use of the pen tool and check for understanding.
 1. <https://www.adobe.com/learn/illustrator/web/use-pen-tool?locale=en&learnIn=1>
 2. Complete second illustrator tracing handout.

3. Check students handouts individually and put them in the gradebook as a classwork assignment.
 - c. Once students have completed handouts, have them begin looking for an animal photo reference using the copyright free sites for their image. Students may choose any animal they would like to.
 - d. Demonstrate for students on how to connect pen points and show varying size and direction of polygons to create the form of their animals.
 - e. Once students have completed tracing their animal with the pen tool demonstrate how to use the live paint bucket tool. Students may begin filling in their animal.
 - f. Have students develop a background image with simple shape and color to enhance or emphasize their animal.
 - g. Explain the project rubric and have students refer back to it before submitting their work for a grade.
 - i. Low-Poly Rubric
5. Still Life
- a. Explain balance in artwork. Discuss symmetry, asymmetry, visual weight, weight with color, etc.
 - b. Show students how to use the pencil tool in illustrator. Have students double click on the pencil tool and discuss its different settings and their meanings.
 - c. Instruct on closed and open paths in illustrator. Reiterate to use closed paths for all tracing work and further explain how to rearrange stacking order within a drawing.
 - d. Allow students to experiment with Wacom tablets and practice drawing their names, and different lines to see if they would prefer to use them in the project rather than the mouse.
 - e. Use schoology to provide templates for students to begin tracing. Ask each student to log into schoology and show them how to download the same photograph for a template.
 - f. Ask students to open a new 8.5x11 in illustrator document. Instruct them how to place a photograph, make it a template, and create a new layer.
 - g. Allow students to complete 3 tracing practice images before beginning their still life project. Individually check students' work and grade in PowerSchool as a classwork assignment.
 - h. Show past student examples of completed still lives and have students choose a theme for their still life artwork. Students must trace a minimum of 5 objects in their artwork.
 - i. Students will then print their objects and create a layered still life on paper. Students will cut out their objects and place them on cardstock to be cut and glued in different layers.

- j. Students will submit a digital copy of their traced items and a finalized 3D project.

(Projects in this unit can be varied to cover the different elements and principles of design, as long as the specific illustrator skills are covered (ex: selection, direct selection, shape tool, pencil, creating a template, fill, stroke.)

Materials

- Teacher powerpoints (raster/ vector graphics, contrast, balance)
- Smartboard
- Handout on illustrator tools and basic functions
- Past student examples
- Wacom Tablets
- Royalty free stock image websites (pexels, flickr)
- Adobe Illustrator
- Paper and pencils
- iMac Computers
- Pen tool handouts
- Project rubrics

Assessments:

- Diagnostic: Teacher discussion and introduction on elements and principles in art. Specific discussion and introduction per project.
- Formative: Constant rotation and teacher observation throughout working class periods. Checking for understanding of specific tools used in illustrator and step-by-step instruction when applicable.
- Summative: Completed projects submitted to google classroom and graded through a teacher rubric.

Time/Days: 15 days

UNIT 3: MOOD AND EXPRESSION IN ARTWORK

- Standards:
 - 9.1.12A, Know and use the elements and principles of each art form to create works in the arts and humanities.
 - 9.1.12E, Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
 - 9.1.12J, Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- 9.3.12A, Explain and apply the critical examination processes of works in the arts and humanities.
- 9.4.12A, Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

Objectives:

The students will:

- Identify different ways color and line can be used to show emotion and feeling in an artwork through discussion and shown examples from the teacher. (DOK Level 1)
- Show understanding of emotion in their artwork through their individual color and style choices for their portraits (DOK Level 2).
- Decide on an emotion to portray in their mood portrait and take an individual photograph to show that emotion or feeling (DOK Level 2).
- Relate their chosen style of line and color to the emotion or feeling being portrayed in their photograph (DOK Level 2).
- Assess their own classwork examples to decide which portrait style will best fit their overall project idea and design (DOK Level 3).
- Design an engaging mood portrait that will draw in their viewer and give off a specific emotion/ feeling through their color scheme, photograph, and stylization of the portrait (DOK Level 4).
- Self- Assess their own artwork through a given rubric and give explanation to their mood/emotion within their artwork (DOK Level 4).

Core Activities and Corresponding Instructional Methods:

1. Pop Art Portrait
 - a. Introduce students to emotion and feeling in artwork through a teacher powerpoint. Discuss different feelings attributed to color, and line work. Show artist examples
 - b. Have students research and choose a pop artist, celebrity, friend, or personal inspiration for their artwork. They will choose a photo and download it to their computer. Explain the quality of images and different viewpoints and poses the person may be in for their portrait and how that will affect the artwork.
 - c. Once the photo is downloaded, show students how to place their image into photoshop to posterize. Explain that posterizing the image will help create levels of color and break the face into highlights and shadows by shape.
 - d. Have students save their photo as a jpeg.
 - i. File, save a copy, choose jpeg.
 - e. Have students open a new 8.5x11in document in illustrator and review steps on how to place their photograph in the document (same skills from still life lesson).

- i. File, place, go to downloads on the sidebar, then choose a photo to place. Click and drag the photo to control the size.
- f. Have students hold the shift key to resize their portrait to fit on the page. Explain their portrait should fill the artboard and use the space accordingly. Review how to create this layer as a template or lock the later and add a new layer to begin drawing.
- g. Go over the portrait style using closed paths from the pen or pencil tool. Explain layering and using the eyedropper to choose colors. Show students a tutorial video from Cody Banks.
 - i. Master the pencil tool with this technique in Illustrator
- h. Allow students ample class time to complete their project. Show students how to finalize their portrait by completing a complimentary background. They could be filled with flat color or choose a pattern from the swatches panel.
- i. Provide students with a rubric to self-assess and grade themselves. Students will submit finalized portraits as PDF files to the google classroom.

Materials

- Teacher powerpoint on pop art style digital portraits
- Smartboard
- Student examples
- Teacher examples
- Grading rubric
- Adobe Illustrator
- Wacom tablets (if preferred by individual students)
- iMac Computers

Assessments:

- Diagnostic: Discussion on mood and emotion in artwork. Q&A on how color and line can provoke emotion or feeling in an artwork.
- Formative: Check for understanding during Studio class periods and whole group instruction/demonstration.
- Summative: Completed mood portrait submitted to google classroom and self-assessed rubric filled out by student.

Time/Days: 35 days

UNIT 4: PHOTOSHOP MANIPULATION

- Standards:
 - 9.1.12A, Know and use the elements and principles of each art form to create works in the arts and humanities.
 - 9.1.12C, Integrate and apply advanced vocabulary to the arts forms.
 - 9.1.12J, Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
 - 9.2.12L, Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's *Appalachian Spring* and Millet's *The Gleaners*).

Objectives:

The students will:

- Identify royalty free image sites to be used in obtaining imagery to be used for Photoshop manipulation and blending of various images together (DOK Level 1)
- Recognize their individual role as a digital citizen and what it means to be part of the internet world as it relates to artwork and creating (DOK Level 1)
- Understand various selection tools within Photoshop and when it is the best time to use them through their various assignments (DOK Level 1)
- Modify copyright free images to create new and engaging individual artworks (DOK Level 2)
- Create new computer-generated photographic work using a variety of Photoshop manipulation tools and editing techniques discussed and presented (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Elements and Principles Poster Design
 - a. Review the elements and principles of art with the students and explain that they will now be looking at them through photography.
 - b. Show students a Google Slides presentation of the elements and principles of art through photographs.
 - c. Provide students with an example of the project. Explain that students will be blending their own photographs together to create a poster design.
 - d. Show students how to create a new Photography folder within their computer art 1 home directory folder and then an elements and principles folder within that.
 - e. Take students outside/ around the building to photograph or allow them to research images online and use copyright-free photographs. Have students add a new photo folder to their computer art folder. Add folders by elements and principles for uploading.

- i. If students take their own photographs, demonstrate how to use lightroom to edit their work. If photos are copyright free from online, editing is not necessary.
 - f. Have students open Photoshop and create a new 11x17in document.
 - i. Click the Photoshop icon, top toolbar, File→ new→ On the side manually type in 11in by 17in for width and height. Make sure the document is in Portrait Style. Then click create.
 - g. Have students import two of their elements photographs from their saved folder.
 - i. Students can choose their image from the elements and principles folder and drag and drop it into photoshop.
 - h. Demonstrate how to create a layer mask and blend their two photographs together.
 - i. Demonstrate how to continue adding images into the document and using the layer mask tool to blend everything seamlessly together.
 - j. Lastly, demonstrate how to incorporate a title on their poster using the text tool in Photoshop and how to label each photograph accordingly.
 - i. Go through the different type toolbar extensions with the class and explain how to change font style, color, and size.
 - k. Have students finish their posters with the appropriate labels and save as a JPEG image. Submit the JPEG image to google classroom for a grade. Students should have two completed posters for submission, one representing the 6 elements and the second representing the 7 principles.
- Create a new animal species
- l. Students will learn about hybridity and the positive and negative aspects of combining genes.
 - m. Students will research a subtopic based on genetic hybridity that will be the basis for their project (combining and creating a new hybrid animal/ plant/ species based on their research).
 - n. Have students use royalty free stock image sites to obtain photographs for their work.
 - o. Review how to bring photographs together into photoshop building on layer masking skills from the previous lesson.
 - p. Discuss the different environmental aspects of their new creation and where they will be placed. Show students how their environmental images can be incorporated together through the use of layer masking as well.
 - q. Have students complete a full background merging environments through selections and layer masking.
 - r. Students will submit a completed JPEG image to the google classroom.
 - s. Extend the lesson to have students create their own shoe advertisement once completed with their animal. Students may choose any shoe they would like. They

will use the same concepts from their animal project with layer masking to create new textured backgrounds for their advertisement.

2. I Spy

- a. Present the students with a laminated handout/ fun worksheet of can you spot the differences in the photos represented. Have students work together and circle differences using whiteboard markers. Go through the answers together using the smartboard to call students up to circle differences in the photos.
 - i. <https://www.rd.com/funny-stuff/spot-the-difference/>
 - ii. <https://www.apost.com/en/blog/spot-the-difference-challenge-1/3326/>
- b. Explain that students will be creating their own, I spy inspired images. Students will compile a still life set up to create their I Spy Page. Students will need to pick a theme for their photograph. Students will look through old I spy books and Walter Wick's I Spy photographs.
- c. Show students examples of flat lay photography and how to set up a flat lay still life. Students must compile their own still life setup of at least 10 objects for their image.
- d. Students will use the class cameras or a personal device to take their photographs.
- e. Show students how to use adobe lightroom to edit their work and then bring into photoshop to manipulate the photograph. Demonstrate photoshop selection tools to copy and paste specific details and add subtle differences within their photographs to trick the viewer.
 - i. Lasso tool, quick selection tool, clone stamp, layer mask
 - ii. Provide students with a description sheet of the different selection tools
- f. Discuss the riddle aspect of the I Spy pages and have students begin writing their own riddles to accompany their pages. Demonstrate how to put the changed photograph into a new photoshop document and add text with their accompanying riddle.
- g. Have students save their finalized work as a JPEG and submit to google classroom.

3. Double Exposure Self Portraits

- a. Use the google slides to introduce the topic of double exposure images. Show students different artists' work and discuss overlaying images to create a unique artwork.
- b. Work with the students to create a step-by-step classwork example. Students will submit this for a classwork grade to be checked for understanding of the skills required.
- c. Discuss mood and emotion in artwork and refer back to students' adobe illustrator mood portraits.
- d. Have students use their personal device or the photobooth application on the iMac to take three self-portraits showing a specific mood or emotion.

- e. Have students refer back to the step-by-step instruction provided in google slides to assist them in their work.
- f. Discuss the importance of the second image they choose to overlay onto their portrait and how it can enhance their mood or emotion they're hoping to portray.
- g. Create a class google slides and have students submit their three portraits on one slide each with an accompanying artist's statement.

Materials

- Digital citizenship review google slides/ worksheet
- Photoshop
- Elements and Principles Photography google slides
- Hybrid Animal Google Slides
- Royalty Free Stock image websites
- Laminated "Spot the differences" Sheets
- Whiteboard markers
- Surrealism Google Slides
- Double Exposure Slides
- Cameras
- USB Cords

Assessments:

- Diagnostic: Class discussion and teacher introduction throughout each specific topic. Group activities and review of previously learned material.
- Formative: Check on student understanding throughout lessons with teacher rotation and observation, step-by-step direction, mid-point critiques or work in progress conferences.
- Summative: Completed projects saved as JPEG images and submitted to the google classroom graded by a teacher developed rubric.

Time/Days: 10 days

UNIT 5: CANVA EXPLORATION

- Standards:
 - 9.1.12B, Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
 - 9.1.12E, Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
 - 9.1.12J, Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
 - 9.2.12L, Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's *Appalachian Spring* and Millet's *The Gleaners*).

Objectives:

The students will:

- Create a personalized mandala with symbols and visual representations of themselves through a radial design in Canva (DOK Level 4).
- Identify their best artworks from the semester to be represented in a final digital portfolio (DOK Level 1)
- Collect their digital artwork and display it in an organized manner through their chosen website design (DOK level 2).
- Summarize the skills learned in each chosen project and their reason for choosing the specific artwork to be included within their portfolio (DOK Level 2).
- Create an online digital portfolio using a free website creator to showcase their hard work and culmination of the semester (DOK Level 4).

Core Activities and Corresponding Instructional Methods:

1. Personalized Mandalas

- a. Introduce the Mandala and its background to students through a google slides presentation. Discuss the importance of color, symmetry, and design elements that are taken into account when creating a Mandala.
- b. Have students open photoshop and discuss creating radial symmetrical coloring page designs in photoshop. Also show students how to complete radial designs in illustrator. Allow students to experiment in photoshop and illustrator to understand pattern and repetition.
- c. Allow students to reflect on their own personality traits and what type of person they are. Students will create a list of items that identify them and their interests, hobbies, and personality (reflect back to the logo design).
- d. Open Canva and have students login using their school accounts. Work through the layout and settings in Canva and demonstrate where items are located.
- e. Have students begin the Mandala project. Go through the beginning steps as a whole group and then allow students to continue developing their work on their own.
- f. Show students how to download their work once finished and print. Students will choose a colored background paper to mount their work to.
- g. Students will submit their finished mandalas to the google classroom as a JPEG file in addition to their printed mandala..

2. Digital Portfolio

- a. Introduce students to the idea of a digital portfolio. Discuss the importance of having a digital portfolio and why someone would want/ need one. Write down ideas from students on why this may be important.

- b. Introduce students to weebly.com (free website server), and Adobe Spark (also free portfolio creator). Allow students to create a mock site on either server to determine which they think they like better. Explain the difference in the two sites and how that may affect the creation of their portfolio.
- c. Ask students to look back at their previous work and pick their best 8-10 pieces from the semester. Have students begin using their chosen website creator (Weebly or Adobe Spark) to put together their portfolio. Show students finished past examples and explain they must have an accompanying description of what the project was and the skills learned through the project.
- d. Students will complete a full digital portfolio and submit their link to the google classroom. If time allows, students will partner up and present their portfolios to their partner to share one another's work.

Assessments:

- Diagnostic: Class discussion and teacher introduction on digital portfolios.
- Formative: Check that students have successfully created an account with weebly or adobe spark to begin their portfolio design. Trouble-shoot any login issues for the recommended sites.
- Summative: Completed digital portfolio submitted with a link to the google classroom.