PLANNED INSTRUCTION

A PLANNED COURSE FOR:

COMPUTER ART 2

Curriculum writing committee:
Krystine Thompson

Grade Level: 9-12

Date of Board Approval: _____June 2025_____

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:
Computer art 2 provides students to develop and advance their skills from computer art 1 focusing on Adobe Illustrator and Photoshop through creative exploration. Students will also have the opportunity to develop new skills in other Adobe Creative Suite programs such as After Effects. A variety of materials and devices are provided to help ensure student success in the course including but not limited to, iMac desktops, Adobe Creative Suite, drawing tablets, cameras, etc. Successful completion of Computer Art 1 is required to register for this course.

Goals

Marking Periods 1 & 3: Based on 45 days
- **UNIT 1:** MAC SYSTEM REVIEW & WORKFLOW/ ORGANIZATION (3 days)
    - Students will be comfortable with their iMac desktop and be able to confidently navigate through applications and programs when directed by the teacher.
    - Students will have organized folders and understanding of saving procedures for all of their work.
- **UNIT 2:** REVIEW OF ILLUSTRATOR BASIC SKILLS AND KNOWLEDGE   (7 days)
    - Students will be able to open illustrator and find useful tools and program features independently.
    - Students will re-familiarize themselves with Adobe Illustrator through projects and artworks.
- **UNIT 3:** ILLUSTRATION   (35 days)
    - Students will be able to identify key elements in visual storytelling and identify aspects of illustration.
    - Students will develop and advance their skills in both Adobe Illustrator and Photoshop creating unique artworks.

○ Students will learn to develop their work through the creative process and workout their ideas on paper before finalizing using the technology within the classroom.

Marking Periods 2 & 4: Based on 45 days
- **UNIT 4:** PHOTOSHOP & ILLUSTRATOR COLLABORATIONS   (20 days)
    - ○ Students will understand how Photoshop and Illustrator can be used together at different stages within an artwork to create a more dynamic, finished piece of art.
    - ○ Students will be able to differentiate when to use photoshop or illustrator based on the prompt given and part of the process they find themselves in.
- **UNIT 5:** ANIMATION   (25 days)
    - ○ Students will identify the key characteristics of animation and be able to produce small scale animation projects.
    - ○ Students will work through Adobe Animate software to create unique animations and be able to understand the program's interface and workings of animation.

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, Adobe Illustrator, Adobe Photoshop, Adobe Premier, Adobe After Effects, Google classroom, digital cameras, school internet/ network

Curriculum Plan

Time/Days: 3 days

<u>**UNIT 1:**</u> MAC SYSTEM REVIEW & WORKFLOW/ ORGANIZATION
- 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 applications and basic iMac system operations through teacher led review and discussion to help organize their work and ensure computer understanding (DOK Level 1)
- Locate the Finder Application and understand its purpose in organizing student work and documentation (DOK Level 1)
- Organize finder application preferences to declutter 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 (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 main application icons for review.
    b. Go to finder preferences and set up students' sidebar preferences to simplify the Finder window. Establish a new Computer Art 2 folder within each students' workspace.
    c. Login to the internet and have students open to the class schoology homepage. Explain schoology use vs. google classroom for submitting work. Have students access the google classroom page.

Materials
- Smartboard
- iMac Desktop
- iMac google slides

Assessments:

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

UNIT 2: REVIEW OF ILLUSTRATOR BASIC SKILLS AND KNOWLEDGE
- Standards:
  - 9.1.12A, Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.12D, Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).
  - 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.

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.
2. Non- Objective Artwork
   a. Introduce the topic of non-objective artwork through a Google Slides presentation. Describe the difference between non-objective and abstract. Provide students with student examples as well as artist examples.
   b. Allow students to brainstorm a centralized theme and explain that 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 document to begin their work. 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 how to use different layers for 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. 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.

UNIT 3: ILLUSTRATION   **Time/Days: 35 days**

- Standards:
  - 9.1.12A, 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*).
  - 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 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 a 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. Notan Design

a. Introduce Notan designs. Discuss the origin and the emphasis of design. Have students begin sketching their ideas for illustrations within their Notan.

b. Discuss design ideas with students individually and provide feedback to them on their original plans. Give students 8x8in square black paper to begin their drawings. Go over exacto knife safety and procedures before beginning any cutting. Have students show you their sketched plan before beginning cutting.

c. Provide students with white background paper cut to 12x12in. Demonstrate how to set up their Notan design so it is centered within the background. Stress the importance of setting their cut pieces correctly before gluing and checking their spacing. Provide students with necessary materials to cut and glue their Notan designs.

d. Once paper Notans are completed, introduce the same process within Adobe Illustrator. Show students a demonstration of using different illustrator tools to create their designs using the YouTube resource Adobe Illustrator – Notan Design. Have students open their own documents and review the concepts within the document.

e. Have students work on creating their own Notan's in Adobe Illustrator. Check-in with students individually and continue to provide feedback throughout the studio work periods.

f. Have students finalize and submit their work as PDFs to google classroom.

3. Digital Painting

a. Introduce environmental digital paintings. Discuss the idea of fantasy, reality, mythical creatures, and the creativity each artist puts behind their design and drawing.

b. Have students open Photoshop and discuss the paint brush options they have within the program. Show the students a short video that goes over blending in Photoshop and also provide students with demonstrations on the smartboard.

    c. Have students work through painting two spheres to create form and show realistic blending. Discuss finalizing the background with shadows and the use of textured brushes.

    d. Complete one more practice exercise of painting a food item. Have students choose a fruit/ vegetable/ food item to digitally paint in Photoshop. They should be building on the painting techniques that they practiced during their sphere painting to create realistic food paintings.

    e. Once students' food paintings are completed they will move onto the final project of painting an environment of their choice. Refer back to the original class discussion on fantasy and realistic environments. Encourage students with advanced skills to create their own unique work. Those with proficient skills in digital painting may use a photographic reference.

4. Character Design

    a. Introduce the work of character designer Cody Banks and Vectorial through YouTube video content.

        i. How to draw a Monster in Adobe Photoshop

        ii. Designing a character with the pencil tool in Adobe Illustrator

    b. Discuss the difference in styles within Photoshop and Illustrator. Allow students to research characters drawn in both photoshop and illustrator to gain a better understanding of the type of illustration they can create within those programs.

    c. Have students begin brainstorming and sketching their ideas on paper. Encourage creativity and the creation of their own style, and to try their best. They must decide if they will be creating a full body drawing or more of a portrait (shoulders up). Students should consider key aspects of their character such as age, hobbies, environment, etc. These can all affect the way a character is presented/ created.

    d. Hold individual conferences with students on where their ideas are headed and what they are thinking. Help students individually who may be struggling

    e. Have students complete a digitally drawn character in either Photoshop or Illustrator. Students should refer back to the artists' videos for tips and tricks when beginning their work in the Adobe programs. Videos should be posted to schoology.

    f. Discuss how to finalize their design with background details such as a name, age, interests, etc. Students should look at font styles that represent their character further and show creativity within the design.

    g. Students will submit finalized designs to google classroom to be graded by a teacher rubric.

Materials:
- Google slides presentations
- iMac Desktop
- Smartboard
- Wacom Tablets

- YouTube Resource Videos
    - https://www.youtube.com/watch?v=MhSQlPwtd4c
    - https://www.youtube.com/watch?v=2ycw20MaugA
    - https://www.youtube.com/watch?v=T52UIiUtozA
    - https://www.youtube.com/watch?v=PLPTDhJAeko
- Google classroom
- Doodle 4 Google resources

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 troubleshooting 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.

UNIT 4: PHOTOSHOP & ILLUSTRATOR COLLABORATIONS
- 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*).
  - 9.4.12A, 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 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
   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.
   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.

e. Have students begin to work on their style of choice for their caricature. 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). This will help students 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. Typography Portrait

a. Introduce the lesson through discussion on calligrams and show students visual examples. Discuss font styles and the difference between type and font. Show students a variety of font examples and talk about the way the font choice makes them feel as they read through the text.

b. Discuss portrait angles and cropping of the face to create a more dynamic photograph. Have students look through their phone for a previous photo of themselves, or have them take a new photograph for their project assignment. While students are thinking of a photo they should also be considering what text they will include in their calligram. Have students research different quotes, songs, poems, etc to be used for their portrait. Students should compile their text examples into a google doc.

c. Have students choose an image and upload it to the computer. Discuss and demonstrate posterizing the image in photoshop to break their facial features up into blocked colors. This will help with placing the text and varying the colors needed to create form.

d. Have students print multiple copies of their photograph and begin handwriting their chosen text on their portrait. Have students research font styles to try and sketch in their chosen font.

e. Give students ample studio time to begin their sketches and check in with them individually. Once students feel confident and have most of their work laid out on their hard copies they can open their document in illustrator to begin.

f. Students should work in a 12x18in document in illustrator, place their posterized photo in illustrator and begin using the text tool to lay in their words. Demonstrate

the various uses of the text tool and how to outline and manipulate individual letters.

    g. Give students ample studio time to complete their work and check in as needed. Students will finalize their portraits and submit PDF documents to google classroom when completed. Work will be graded with a teacher rubric.

Materials:
- Caricature Google slides
- Caricature style examples
- Celebrity portraits from google
- Teacher portrait
- Step-by-step direction handouts
- Calligram Examples and slides presentation
- Adobe Illustrator and Photoshop
- Google classroom
- iMac Desktop
- Smartboard

Assessments:

o **Diagnostic:** Teacher introduction and whole-class discussion based on individual projects being taught at the time.

o **Formative:** Check in on students individually and circulate the room regularly throughout the class periods to ensure students are on task. Assist with any troubleshooting issues regarding network errors or program issues.

o **Summative:** Completed assignments submitted to the google classroom as PDF files, graded through a teacher rubric.

- Standards:
    - o 9.1.12A, Know and use the elements and principles of each art form to create works in the arts and humanities.
    - o 9.1.12C, Integrate and apply advanced vocabulary to the arts forms.
    - o 9.1.12K, Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.
    - o 9.3.12A, Explain and apply the critical examination processes of works in the arts and humanities.

Objectives:
The students will:
- Identify the key elements of stop-motion animation along with regular 2D animation through note taking and project progression (DOK Level 1).
- Organize project concepts and animations into storyboards and group discussions to successfully create a finalized animation (DOK Level 2).
- Create various animation projects beginning with stop-motion and developing into fully 2D animated works in Adobe Animate (DOK Level 4).

Core Activities and Corresponding Instructional Methods:
1. 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 photographs 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.

2. Intro to Adobe Animate
  a. Discuss animation concepts with students through google slides and provide notes to students. Show students Adobe animate interface and begin with YouTube crash course video for explanation. **The Adobe Animate CC Crash Course (Beginner Friendly!)**

   Learn The Basic Movements in Adobe Animate CC | Tutorial for Beginners
  b. Have students follow a step by step tutorial to animate a circle to a bouncing ball. Discuss creating simple sketch designs to begin a simple animation, flower, caterpillar, something shape based. Have students work through animation principles to create a simple animation.
  c. Demonstrate how to export the animation properly as a video file.

3. Create your own parade
  a. Animate and design parade floats.

4. Show change/ evolution through animation
  a. Discuss how animation can show growth and change throughout time. Show students artist examples and have them begin to brainstorm ideas for their assignment. Students should sketch work on paper with storyboard paper for frame by frame examples.
  b. Discuss ideas with each student and help them develop their work in Adobe Animate.
  c. https://community.wacom.com/en-de/7-animation-artists-pushing-boundaries-and-redefine-artistic-evolution/
  d. https://www.anideos.com/mind-blowing-animation-ideas-for-beginners
  e. Students will save their work as video files and submit to google classroom.

Assessments:
- **Diagnostic:** Introduction and discussion on animation principles and its foundations. Teacher demonstrations and explanations in specific work programs and step-by-step direction when needed.
- **Formative:** Individual check-ins during work periods as well as periodic graded check-ins for classwork/ participation. Discussion with students on necessary steps to create successful projects.
- **Summative:** Completed animation assignments and exported to google classroom as MP4s.