

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

DIGITAL MEDIA AND DESIGN

**Curriculum writing committee:
Krystine Thompson**

Grade Level: 10-12

Date of Board Approval: _____June 2025_____

Course Weighting: Digital Media Design

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: This course builds upon skills from Computer Art 1, with a focus on concepts of communication and graphic design, along with elements of digital art to create unique artworks. Students will use iMac desktops, digital cameras, video equipment, and other technology to develop their skills. Content and artwork will be created for the high school and district, which includes, but is not limited to, scoreboard content, social media posts, district-wide announcements, and other public relations. Students will become advanced in Adobe Illustrator, Photoshop, and proficient in other Creative Cloud programs such as Adobe After Effects and Adobe Premiere.

Time/ Credit for the course: 1 semester, 90 days, ½ credit, 1 period per day

Goals:

Marking Periods 1 & 3: Based on 45 days

- Unit 1: Intro to Graphic Design and Visual Communication (15 days)
 - Students will become more advanced in their knowledge and skill development in Adobe Illustrator and Photoshop.
 - Students will work independently and collaboratively with other students and learn how to provide viable and constructive feedback to enhance their work.
 - Students will learn troubleshooting skills when dealing with network or program errors.
- Unit 2: Identity in Design (30 days)
 - Students will come to understand how identity can be portrayed in design through brand development, logos, colors, slogans, etc.
 - Students will build on the knowledge they obtain regarding identity in design by developing their own brands and unique campaigns for school clubs and activities.

Marking Periods 2 & 4: Based on 45 Days

- Unit 3: Photography (15 days)
 - Students will develop flash photography skills through various photoshoot opportunities with clubs and the high school student body.
 - Students will collaborate with one another and various students in the school community to create dynamic, dramatic portraits to be used for multiple aspects in school culture and community.
- Unit 4: Motion Graphics/ Video Content (30 days)
 - Students will obtain new skills in Adobe Animate, Canva, Adobe Premiere, and other programs.
 - Students will create content to help promote school-wide activities and programs promoting positive school culture.

Big Ideas:

Big Idea #1: Artists use the elements of art and the principles of design to guide the development and application of a variety of drawing, illustration, and rendering techniques and approaches.

Big Idea #2: The design process can be used to refine and adapt artwork to its full potential.

Big Idea #3: Communication design provides a way for audiences to understand and interpret a variety of ideas and artists' individual viewpoints.

Big Idea #4: Artwork can be used as a means of communication, collaboration, production, and promotion.

Textbook and Supplemental Resources: iMac Desktop Computers, Adobe Creative Cloud Programs, Google Classroom, School Internet/ Network, digital cameras, Wacom tablets, Canva, copyright-free image websites

**** Projects and assignments within this course may be updated/ changed during instruction to fit the needs of the school community, culture, and current events happening within the school year. All necessary skills will be covered throughout the course through the varying assignments.****

Curriculum Plan

Time/Days: 15 Days

UNIT 1: INTRO TO GRAPHIC DESIGN AND VISUAL COMMUNICATION

- 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.
 - 9.3.12A, Explain and apply the critical examination processes of works in the arts and humanities.

Objectives:

The students will:

- Recognize different key aspects of graphic design and visual communication (DOK Level 1)
- Identify and define key terms in graphic design and the design process (DOK Level 1)
- Recall and illustrate the design process through discussion and project creation (DOK Level 1)
- Identify the main principles of design and understand their use in visual communication and digital art (DOK Level 1)
- Construct and revise original artworks using knowledge of the design process and the principles of design (DOK Level 3)
- Create a visual graphic showing knowledge and understanding of the principles of design (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Introduction to the graphic design process
 - a. Present Google Slides to the class [DESIGN PROCESS](#)
 - i. <https://www.superside.com/blog/graphic-design-process>
 - b. Principles of Design
 - i. Introduce through Google Slides [PRINCIPLES OF DESIGN](#)
 - ii. Review using the links below if necessary
 - iii. <https://www.youtube.com/watch?v=UmHmVU6dceA>
 - iv. <https://www.toptal.com/designers/gui/principles-of-design-infographic>
 - v. <https://www.adobe.com/express/learn/blog/8-basic-design-principles-to-help-you-create-better-graphics>
2. Type-Based Poster

- a. Discuss how to use the principles of design to create a simplistic poster
 - b. Inspirational quote/ Song Lyric
 - c. Simple background development, text overlay
 - d. Discuss visual hierarchy, proportion, scale, alignment, etc.
 - e. Stress the use of the design process to create their ideas.
 - i. Have students go through the design process steps to come up with their poster ideas.
3. Creative poster/ magazine cover art
- a. Present an overview of magazine covers to the class using [Magazine Covers](#)
 - b. <https://www.gopublish.net/news/eighteen-of-the-most-iconic-print-magazine-covers>
 - i. [How to Make the Best Magazine Cover Design \(& Learn the Anatomy of a Magazine Cover\)](#)
 - c. Choose a topic/ magazine to create a cover for
 - i. Fashion, cooking, sports, adventure sports, lifestyle, gossip
 - ii. Repeat the steps of the design process to begin the project.
 - iii. Have students research imagery and print to create a mood board
 - iv. Brainstorm magazine titles, subheadings, and body text
 - v. Sketch cover designs and layouts
 - d. Check all students' work and have them begin working on the computer. Students will work in an A5 (8x5in) document in Photoshop and create their unique magazine cover
 - e. Students may use copyright-free imagery or their own photographs for their covers. Finalized work will be submitted to Google Classroom for grading.

Assessments:

- Diagnostic: Introductory discussion and notes on the design process and design principles.
- Formative: Thumbnailing and sketching throughout beginning studio periods and individual feedback conversations/ notes with each student before beginning any digital work.
- Summative: Finalized projects developed in Adobe Illustrator and submitted to Google Classroom for a grade using a teacher rubric.

UNIT 2: IDENTITY IN DESIGN

Time/Days: 30 Days

- 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.
 - 9.1.12C, 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.
 - 9.3.12A, Explain and apply the critical examination processes of works in the arts and humanities.

Objectives:

The students will:

- List and identify aspects that make up identity in different brands and products (DOK Level 1).
- Construct research on current brands/ trends and identify key aspects of their identity (DOK Level 3).
- Design and present a presentation on a chosen brand and describe the characteristics and identity of the company (DOK Level 4).
- Create a unique brand development for a chosen school activity/club/ sports team etc. (DOK Level 4).
- Collaborate with other students in class to develop and create a food truck brand (DOK Level 3).

Core Activities and Corresponding Instructional Methods:

1. What is identity in design?
 - a. Provide students with imagery of popular brands and companies and discuss how we identify them visually.
 - b. Discuss what makes up brand identity. Use Canva as a resource
<https://www.canva.com/learn/brand-identity/>
 - c. Provide students with a current brand to research→ Who is this company/ brand? What makes them who they are? Who is their target audience?
 - i. Identify their logo, color scheme, slogans, and audience; it goes beyond the look. What is the mission of the company?
 - ii. Have students create a Canva presentation representing their brand and its identity. Students will present their work/ ideas to the class.

2. Brand development

- a. What is brand development, and how are brands established? Begin by reviewing the concepts learned about brand identity and how they translate into brand development.
- b. Have students identify/ research current clubs/ activities/ classes/ departments within the school.
 - i. Students can conduct interviews with department chairs and advisors to get a better understanding of the subject/ group they choose.
 - ii. Obtain information on the look and identity of their chosen “brand”. What is the goal of this club/class/department? What is the mission/vision for the group, and how would they best be represented visually?
 - iii. Have students sketch ideas, add color themes, and research font choices and graphics for their chosen subject.
 - iv. Have students work in small groups to discuss their ideas and get feedback from one another. Students should work together to finalize their sketches and thumbnails. Once completed, students will hand in their work to be checked by the teacher before beginning on the computer.
 - v. Students will work in Adobe Illustrator to create their final designs and themes for their chosen subject. Students will print their work and have a completed vision board for their subject which should include a logo, color scheme, possible slogan, or mission of the group.
 1. <https://www.adobe.com/learn/illustrator/paths/branding-and-identity?learnIn=1>

3. Group Food Truck Design

- a. Students will use their knowledge of brand development and identity to create their own food truck design/ company in small groups.
 - b. Students will follow along with the design process in their planning and create inspiration boards/ thumbnails and sketches.
 - c. Students must work together as a team and divide the work evenly. Students should work together to assign design time and concept work.
 - d. Students will start by creating a class list of traditional food trucks and what they usually hold on their menu. They will also research local food trucks in our town and their menus.
 - e. Once research has been done, students will identify their own key elements in their food truck company. Students must create a logo, truck design, menu, and social media flyer. They should look back at their brand identity and development notes to determine color scheme, overall designs, slogans, etc.
- <https://sites.google.com/lrhsd.org/ebbeson/creative-digital-media/syllabus-grading?authuser=0>

Assessments:

- Diagnostic: Class discussion on brands and identity in design. Introductory research project on identity in design and presentation to the class.
- Formative: Individual check-ins with students as they develop brands for school clubs/activities and programming. Sketchbook assignments and thumbnailing before digital development; graded as classwork/ participation. Feedback provided on all idea development.
- Summative: Completed brand development for a student activity/ club within the high school. Group collaborative project designing a food truck brand. Both assignments will be graded using teacher rubrics and printed for display.

UNIT 3: PHOTOGRAPHY

Time/Days: 15 Days

- 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.
 - 9.1.12C, Integrate and apply advanced vocabulary to the arts forms.
 - 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:

- Identify elements of studio portraits and dramatic lighting through photography demonstration and work in class (DOK Level 1).
- Define terms associated with photography, flash equipment, cameras, etc., to understand vocabulary terms used within the lesson (DOK Level 1).
- Assess their own work as they are photographing and make adjustments to the technology being used as well as their subject when necessary (DOK Level 3).
- Compare their photographic work using contact sheets to determine which photographs are most successful and engaging to edit and submit (DOK Level 2).

Core Activities and Corresponding Instructional Methods:

1. Dramatic Portraits

- a. Provide students with examples of studio portraits using flash equipment. Discuss principles of composition and portrait shooting with students. Introduce using Google Slides.

- b. Have students choose a subject matter such as sports, beauty/ editorial. Have them research images to understand the themes and ideas they would like to create in their own portraits.
- c. Provide students with information on the manual camera settings and how to adjust for lighting. Have students experiment with the flash and camera equipment to understand its functions.
- d. Students will work in small groups to create practice images before beginning their portrait sessions. Students may bring in other classmates/ friends to use as their subject. Students may want to choose another student involved in drama/ theatre or an athlete as their main subject for their project. Students should bring in any necessary props/ equipment they may want for their shoot.
- e. Students will work together in small groups to accomplish their photo shoot. All students must have their own time as the photographer and be able to confidently direct their model/ subject.
- f. Students will print a contact sheet of their work to assess which photographs are most successful and begin editing their work.
- g. These photographs will be uploaded to the school network to be used for social media/ PR purposes as needed.
- h. Students will submit their top 5 portraits to Google Classroom for a grade.

Assessments:

- Diagnostic: Demonstration on camera equipment and accompanying notes to define vocabulary terms with flash equipment and technology.
- Formative: Discussion in small groups and teacher observation/ circulation around the room to help students individually with flash settings and camera adjustments.
- Summative: Completed portrait photographs showing successful use of lighting and flash equipment to create dynamic/ dramatic portraits.

Time/Days: 30 Days

UNIT 4: MOTION GRAPHICS/ VIDEO CONTENT

- 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.
 - 9.1.12C, Integrate and apply advanced vocabulary to the arts forms.
 - 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:

- Understand concepts of motion graphics through the use of Canva and Adobe Animate (DOK Level 1).
- Identify key elements of motion graphics and the different types of media animation through note-taking and project creation (DOK Level 1).
- Create motion graphics and video content to promote school activities, community events, and culture in the surrounding district (DOK Level 4).
- Assess previous project designs for motion graphics and implement visually appealing movement throughout to engage viewers with scoreboard and marquee content for the school (DOK Level 3).

Core Activities and Corresponding Instructional Methods:

1. Animated poster/ flyer design in Canva
 - a. Introduce poster design to students through visual examples. Discuss different groups/ activities students can create a graphic/ flyer for (content may depend on what community activities are going on within the high school/district at the time).
 - b. Go over poster templates in Canva. Demonstrate how to choose a template and then rework it to be more unique. Discuss color schemes, font sizes, and hierarchy, along with visual designs based on the content they're promoting.
 - c. Have students work on their visual designs for 1-2 class periods before introducing the animation aspect. Demonstrate Canva's animation principles and ways to animate the text and images within their documents.
 - d. Have students download their files as mp4s for viewing and submit to Google Classroom for a grade.
2. Animated logo design in Adobe
 - a. Discuss animated logo design and the purpose of motion graphics. Discuss the movement they used within their poster/ flyer animation and how that created more dynamic work. Show students visual examples.
 - b. Reflect back on the identity unit and the logos created for a club/ activity within the high school. Have students revisit their work and look to make any improvements/ adjustments to their logos. Students may also take time to redesign something for a new club/ activity.
 - c. Show students a tutorial on how to animate a logo in Adobe After Effects. Have students follow along with the tutorial and complete the animation. Check with students individually to make sure they understood each step and completed the graphic motion correctly.
 - <https://www.adobe.com/learn/premiere-pro/web/logo-animation?promoid=XKMMH7MW&xProduct=&mv=other&mv2=ahom>

e&xProductLocation=&x-product=AdobeHome%2F1.0&x-product-location=Search%3ATutorials%3Alink%2F3.6.7&locale=en&learnIn=1

- d. Allow students to work in Adobe After Effects to begin animating their own designs/
 - e. [Complete Intro to Motion Design | FULL AFTER EFFECTS COURSE](#)
 - f. [Become A MOTION DESIGN GOD in 6 Minutes! \(After Effects Tutorial\)](#)
3. Formal Interview/ Documentary style film
- a. Introduce video/ film through camera angles. Discuss different viewpoints and angles, and have students film short 2-3 second clips showcasing the basic video angles in film. Have students put these together in Adobe Premiere to create a basic video compilation.
 - b. Discuss key aspects of documentary-style film and video. Show students example clips of different interviews and the camera angles involved. Ask students to create groups of 3-4 students or assign groups. Have students work together to begin researching a club/ activity/ department they would like to focus on for their video assignment.
 - c. Have students work on developing interview questions. Discuss what they want to portray to the viewer and the importance of their interview. Discuss how to approach staff/ students about the interview process and how to communicate effectively to set up the interview. Students may need to work outside of class to conduct interviews and gather information.
 - d. Give students ample time to collect video footage and begin putting things together in Adobe Premiere. Ensure students are still working together as they edit and put together their work. Groups should be collaborating and agreeing on video footage and edits for their work.
 - e. Students will export their files and submit them as an mp4 to Google Classroom.
4. Hype video/ promotional video for school-related content/activities
- a. Continue to build on previous filming experience and develop a more creative/ experimental style through a promo/ hype video for the high school. Show students a variety of examples and discuss the subject matter and ideas they could use to create their videos.
 - b. Have students brainstorm a new activity/ club/ sport to work with to create their footage. Review proper communication with staff/ students to set up filming and video content. Students will work individually for this assignment.
 - c. Meet with students individually to discuss their ideas and plan for filming. Give students ample time to achieve their footage. Students may need to work outside of class to complete their work.
 - d. Give students ample class time to begin editing their videos in Adobe Premiere. Discuss video transitions and effects in Adobe to help enhance their overall film.
 - e. Have students export their films as mp4s and submit to Google Classroom.

Assessments:

- Diagnostic: Introduction to the Adobe suite programs After Effects and Premiere. Discuss vocabulary terms, interface programming, and video aspects.
- Formative: Individual check-ins with student groups and individuals as work/ studio periods occur. Feedback sessions to determine the planning process and whether or not students are on the right track. In-progress checks and participation grades in PowerSchool.
- Summative: Completed video and motion graphics mp4s submitted to Google Classroom to be graded with 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.

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