

**CURRICULUM**

**FOR**

**COMMERCIAL ART**

**GRADES 9-12**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

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Business**

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:  
**Commercial Art  
Grades 9-12**

Date of Board Adoption:  
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# RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Grades 9-12

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Historical and Contemporary Application of Commercial Arts	3 weeks
2	Application of Concept and Techniques within Commercial Arts	9 weeks
3	Informative, Persuasive, and Propagandist techniques within Commercial Arts	5 weeks
4	Presentation and Critique Process	2 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> </ul>

- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## *UNIT 1 OVERVIEW*

**Content Area:** Visual/Fine Arts

**Unit Title:** Historical and Contemporary Application of Commercial Arts

**Target Course/Grade Level:** Grades 9-12

**Unit Summary:** Students will research and explore the practical and technical application of commercial art, focusing on the creation of artwork that is primarily concerned with a target audience. This early introduction to commercial art will explore the usage of artistic design principles within a variety of fields (advertising agencies, newspapers, magazines, graphic design firms, television studios, etc), where artistic endeavors are meant to sell, promote, explain, narrate, and inform an audience.

**Approximate Length of Unit:** 3 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.2.12prof.Cr1a:** Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes
- 1.2.12prof.Cr1b:** Organize and design artistic ideas for media arts productions.
- 1.5.12acc.Pr6a:** Make, explain and justify connections between artists or artwork and social, cultural and political history.
- 1.2.12acc.Cr2a:** Organize and design artistic ideas for media arts productions.
- 1.2.12acc.Cr2b:** Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
- 1.5.12prof.Re9a:** Establish relevant criteria in order to evaluate a work of art or collection of works.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

### **Interdisciplinary Connections and Standards:**

#### **English Language Arts:**

- RI.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

## **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RH.9-10.2.** Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RST.9-10.2.** Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

**RST.9-10.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

### **Unit Understandings:**

*Students will understand that...*

- Culturally and historically diverse media, art mediums, techniques, and styles utilized in both the creation and the interpretation of information when exchanged between an artist and audience.

### **Unit Essential Questions:**

- What are the optimal ways to organize the concepts and techniques of fine arts, visualization and media to reach an audience's attention?
- What are the potential influences upon the individual and overall public by an artwork specifically created to advertise, advance, promote, explain, narrate, and inform?
- What is the influence of an artwork on the marketability and popularity of a product, concept, or idea?

### **Knowledge and Skills:**

*Students will know...*

- The Principles of Design; Balance, Emphasis, Movement, Pattern, Repetition, Proportion, Rhythm, Variety, Unity.
- The Elements of Design; Line, Shape, Form, Color, Texture, Space.
- The Four Methods of Placement; Symmetry, Asymmetry, Size, and Overlapping.
- How to recognize historically relevant design concepts within contemporary artistic designs.
- How to develop a more nuanced understanding of criticism, and an advanced ability to interpret/render thematic elements within both traditional and contemporary artistic media and methodologies.

*Students will be able to...*

- Apply a variety of concepts and techniques including, but not limited to:
  - Color theory application.

- Pattern and texture density.
- Composition and placement.
- Marketing of a product.
- Black and white design.
- Original concept and design.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Student assessment will be evaluated on three criteria:
  - Understanding of vocabulary and terminology
  - Understanding of concepts and techniques
  - Understanding of historical eras and artistic periods
- Student project will be evaluated on four criteria:
  - Design – Was the project properly planned for, researched, and well thought out?
  - Craft – Was the execution of the project executed well?
  - Approach – Was the creative process in adherence to classroom rules of etiquette and did it exemplify a suitable work ethic?
  - Completion – Were all specified areas of the project completed by its deadline?

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Research and review of the traditional and contemporary functionality of commercial art.
- Students will learn the historical developments, major influences, and schools of commercial art.
- Students will learn traditional concepts that form the fundamentals of commercial arts.
- Students will learn how commercial arts sell products, promote the validity of an idea, create need, and sell a service.
- Students will learn of the demand for commercial artists to increase the desire for new products, services, and ideas.

## ***RESOURCES***

### **Teacher Resources:**

- Google Slide presentations



- YouTube: historical, tutorial and documentary videos
- Various books, magazines, journals, and periodicals
- Various examples of visual aids and imagery
- Lesson plans
- Personal commercial art (*including but not limited to the design of album covers, book covers, t-shirts and apparel, logos for small businesses and musical acts, commissioned private work*)

**Equipment Needed:**

- Drawing paper
- Cardstock
- Markers
- Fine point pens
- Erasers
- Rulers
- Scissors
- Visual aid and image samples
- LCD projector
- Projector screen
- Computers with Google Drive and PSD capabilities

## *UNIT 2 OVERVIEW*

**Content Area:** Visual/Fine Arts

**Unit Title:** Application of Concept and Techniques within Commercial Arts

**Target Course/Grade Level:** Grades 9-12

**Unit Summary:** Students will create a series of artworks emphasizing on advertising and marketing, while discovering how these concepts can be directly linked to the historical usage of symbolism and iconography. The media studied will include, though are not limited to: advertisements, logos, billboards, fliers, posters, book covers, album covers, magazine covers, product packaging, stationary, illustrations, bumper stickers, etc. A variety of two-dimensional mediums and graphic design programs will be explored, with each lesson or project utilizing information and skills learned during the previous. Core curriculum content standards will be applied in conjunction with the Elements and Principles of Design.

**Approximate Length of Unit:** 9 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.2.12prof.Cr1a:** Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes
- 1.2.12prof.Cr1b:** Organize and design artistic ideas for media arts productions.
- 1.5.12prof.Re7a:** Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.2.12prof.Pr5a:** Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
- 1.2.12prof.Pr5b:** Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.
- 1.5.12prof.Cr1a:** Use multiple approaches to begin creative endeavors.
- 1.2.12prof.Re7a:** Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
- 1.5.12prof.Re9a:** Establish relevant criteria in order to evaluate a work of art or collection of works.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.1.12.A.9.** Analyze how personal and cultural values impact spending and other financial decisions.
- 9.1.12.E.4.** Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
- 9.3.12.AR-PRT.2.** Demonstrate the production of various print, multimedia or digital media products.

- 9.3.12.AR-VIS.2.** Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3.** Analyze and create two- and three-dimensional visual art forms using various media.
- 9.2.8.CAP.4:** Explain how an individual's online behavior (*e.g., social networking, photo exchanges, video postings*) may impact opportunities for employment or advancement.
- 9.4.2.CI.2:** Demonstrate originality and inventiveness in work (*e.g., 1.3A.2CRIa*).
- 9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (*e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6*).

### **Interdisciplinary Connections and Standards:**

#### **English Language Arts:**

- RI.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (*e.g., how the language of a court opinion differs from that of a newspaper*).
- RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (*e.g., visually, quantitatively, orally*) in order to make informed decisions and solve problems, evaluating credibility and accuracy of each source noting discrepancies among data.

#### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RST.9-10.2.** Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- RST.9-10.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

#### **Unit Understandings:**

*Students will understand that...*

- Culturally and historically diverse media, art mediums, techniques, and styles utilized in both the creation and the interpretation of information when exchanged between an artist and audience.

#### **Unit Essential Questions:**

- What are the optimal ways to organize the concepts and techniques of fine arts, visualization and media to reach an audience's attention?

- What fonts and pictorial representations are most easily recognizable to members of a culture, which will enhance recall and promote favorable recognition for a product, service, proposal, individual, or entity?
- What is the influence of symbolism and iconography that represents something other than itself within an artwork?

**Knowledge and Skills:**

*Students will know...*

- How to recognize popular tropes and affective techniques within artistic designs.
- How to recognize historically relevant design concepts within contemporary artistic designs.
- How to create layouts using manual and technical methods.
- How to develop a more nuanced understanding of criticism, and an advanced ability to interpret/render thematic elements within both traditional and contemporary artistic media and methodologies.

*Students will be able to...*

- Apply a variety of concepts and techniques including, but not limited to:
  - Logo design.
  - Business card design.
  - Letterhead design.
  - Bumper sticker design.
  - Grid enlargement.
  - Composition and placement.
  - Marketing of a product.
  - Black and white design.
  - Original concept and design.
  - Typography.

<b><i>EVIDENCE OF LEARNING</i></b>
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**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Student projects will be evaluated on four criteria:
  - Design – Was the project properly planned for, researched, and well thought out?
  - Craft – Was the execution of the project executed well?
  - Approach – Was the creative process in adherence to classroom rules of etiquette and exemplify a suitable work ethic?
  - Completion – Was all specified areas of the project completed by its deadline?

- Student assessments will be evaluated on three criteria:
  - Understanding of vocabulary and terminology
  - Understanding of concepts and techniques
  - Understanding of historical eras and artistic periods

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Research and review of the traditional and contemporary functionality of commercial art.
- Students will learn the importance of commercial artists within a contemporary society that is growing more reliant on mass media, new-media, and automation.
- Students will learn the numerous classifications of commercial art forms, including but not limited to symbolism, illustration, cartooning, packaging design, and broadcasting.
- Students will learn the use and function of logos, specific font types, brand names, and signatures.
- Application of concepts and techniques within commercial arts.
- Students will design and create a series of logos, company names, brand names, and products, concerned with clear communication through images, symbols, lettering and display. The students will be required to analyze what is to be communicated, and develop a means of conveying the information as clearly as possible.
- Students will create a mock company; including a company name, logo, business card, letterhead, a mission statement, a product design, and a series of advertisements.
- Students will learn the function of billboards, fliers, signs, posters, and advertisements.
- Students will emulate movie poster designs, book cover designs, album cover designs, and packaging designs using simple styles of lettering, cut-out and collaged, stencil printed, hand drawn, painted, or inked; with a focus on the spacing and layout of all elements without an allied image.

***RESOURCES***

**Teacher Resources:**

- Google Slide presentations
- YouTube: historical, tutorial, and documentary videos
- Vectr free vector graphics software (*vectr.com*)
- Photopea: free online advanced image editor (*photopea.com*)
- Various examples of visual aids and imagery
- Lesson plans
- Personal commercial art (*including but not limited to the design of album covers, book covers, t-shirts and apparel, logos for small businesses and musical acts, commissioned private work*)

**Equipment Needed:**

- Drawing paper
- Cardstock
- Photo paper
- Non-photo blue pencils
- Markers
- Fine point pens
- T-squares
- Stencils
- Erasers
- Rulers
- Compasses
- Scissors
- Exacto blades
- Visual aid and image samples
- LCD projector
- DVD & CD player (computer-driven)
- Computers with Google Drive and PSD capabilities

## *UNIT 3 OVERVIEW*

**Content Area:** Visual/Fine Arts

**Unit Title:** Informative, Persuasive, and Propagandist techniques within Commercial Arts

**Target Course/Grade Level:** Grades 9-12

**Unit Summary:** Students will explore and recreate commercial art concepts directly linked to the historical symbolism, iconography, propaganda and behavioral sciences within a variety of fields (advertising agencies, newspapers, magazines, graphic design firms, television studios, political campaigns, etc). The media being studied will include, though is not limited to advertisements, info-graphics, posters, fliers, tickets, brochures, etc. A variety of two-dimensional mediums and graphic design programs will be explored throughout the unit, with each lesson or project utilizing information and skills learned during the previous. Students will maintain a sketchbook/folder throughout the unit, which will culminate with at least one written assignment.

**Approximate Length of Unit:** 5 Weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.2.12prof.Cr3a:** Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
- 1.2.12prof.Cr3b:** Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences
- 1.5.12prof.Re7b:** Analyze how one's understanding of the world is affected by experiencing visual arts.
- 1.5.12prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.
- 1.2.12prof.Pr5b:** Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.
- 1.5.12prof.Cr1a:** Use multiple approaches to begin creative endeavors.
- 1.5.12prof.Cr2b:** Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
- 1.5.12prof.Re9a:** Establish relevant criteria in order to evaluate a work of art or collection of works.
- 1.2.12acc.Re7a:** Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.1.12.A.9.** Analyze how personal and cultural values impact spending and other financial decisions.

- 9.1.12.E.4. Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
- 9.3.12.AR-JB.2. Demonstrate writing processes used in journalism and broadcasting.
- 9.3.12.AR-VIS.1. Describe the history and evolution of the visual arts, and its role in and its impact on society.
- 9.3.12.AR-VIS.2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3. Analyze and create two- and three-dimensional visual art forms using various media.
- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

### **Interdisciplinary Connections and Standards:**

#### **English Language Arts:**

- RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting discrepancies among data.
- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.



**RST.9-10.7.** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

### **Unit Understandings:**

*Students will understand that...*

- Culturally and historically diverse media, art mediums, techniques, and styles utilized in both the creation and the interpretation of information when exchanged between an artist and audience.
- An understanding of the above topics will enlighten students to the creation and spread of misinformation and propaganda, with an emphasis on particular state-sponsored design campaigns created during the first-half of the 20th-Century.

### **Unit Essential Questions:**

- What fonts and pictorial representations are most easily recognizable to members of a culture, which will enhance recall and promote favorable recognition for a product, service, proposal, individual, or entity?
- What are the potential influences upon the individual and overall public by an artwork specifically created to advertise, advance, promote, explain, narrate, and inform?
- What is the influence of an artwork or design on the marketability and popularity of a product, concept, or an idea? How does this concept tie into the spread of misinformation and propaganda?
- What effects do the social/economic distinctions of a target audience play in the creation of art?
- What effects do social/gender/racial/ethnic/economic/religious distinctions of a target audience play in the creation of contemporary commercial art?
- Are certain marketing and advertising campaigns specifically designed to appeal to particular racial demographics?
- Are certain marketing and advertising campaigns specifically designed to appeal to particular ethnic or religious demographics?
- Are certain marketing and advertising campaigns specifically designed toward particular marginalized gender distinctions?
- Are certain marketing and advertising campaigns specifically designed to exclude particular racial, ethnic, social or economic demographics?
- Compare some of these marketing and advertising campaigns during highlighted months (**Black History** & **PRIDE**) as compared to remaining months of the year.

### **Knowledge and Skills:**

*Students will know...*

- How to recognize popular tropes and affective techniques within artistic designs.
- How to recognize historically relevant design concepts within contemporary artistic designs.
- How to create layouts using manual and technical methods.
- How to properly critique and discuss the intentional and unintentional meaning within an ad campaign or promotion.

- How to develop a more nuanced understanding of criticism, and an advanced ability to interpret/render thematic elements within both traditional and contemporary artistic media and methodologies.

*Students will be able to...*

- Apply a variety of concepts and techniques including, but not limited to:
  - Color theory application
  - Pattern and texture density
  - Recognize composition and placement
  - Marketing of a product
  - Original concept and design
  - Typography
  - Product research
  - Demographic research
  - Professional presentation
  - Infographics

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Student projects will be evaluated on four criteria:
  - Design – Was the project properly planned for, researched, and well thought out?
  - Craft – Was the execution of the project executed well?
  - Approach – Was the creative process in adherence to classroom rules of etiquette and exemplify a suitable work ethic?
  - Completion – Was all specified areas of the project completed by its deadline?
- Student assessments will be evaluated on three criteria:
  - Understanding of vocabulary and terminology
  - Understanding of concepts and techniques
  - Understanding of historical eras and artistic periods

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Research and review of the traditional and contemporary functionality of commercial art
- Students will learn the historical developments, major influences, and schools of commercial art.
- Students will learn commercial art concepts within advertising, industrial design, propaganda, and informative media.

- Students will learn of the importance of commercial artists within a contemporary society that is growing more reliant on mass media, new-media, and automation.
- Students will learn of the numerous classifications of commercial art forms, including but not limited to symbolism, illustration, cartooning, packaging design, and broadcasting.
- Application of informative, persuasive, and propagandist techniques used within commercial arts
- Students will learn the various uses and functions of cartooning and illustration.
- Students will research, collect, and critique a series of socially and politically motivated cartoons and illustrations.
- Students will research and discuss the functionality of infographics and the discrepancy between how particular socio-economic and international demographics retain, perceive, and assess these forms of information.
- Students will learn and discuss the usage of various forms of media to impart information, as well as research the validity, truthfulness, and accuracy of the claims these forms of media make.

## *RESOURCES*

### **Teacher Resources:**

- Google Slide presentations
- YouTube: historical, tutorial, and documentary videos
- Vectr free vector graphics software (*vectr.com*)
- Photopea: free online advanced image editor (*photopea.com*)
- Various online journals, documents, editorials, articles, and case studies
- Various books, magazines, journals, and periodicals
- Various examples of visual aids and imagery
- Lesson Plans

### **Equipment Needed:**

- Cardstock
- Illustration board
- Markers
- Fine point pens
- T-squares
- Triangles
- Stencils
- Erasers
- Rulers
- Compasses
- Scissors
- Exacto blades
- Visual aid and image samples
- LCD projector
- Projector screen

- DVD & CD player (computer-driven)
- Computers with Google Drive and PSD capabilities

## *UNIT 4 OVERVIEW*

**Content Area:** Visual/Fine Arts

**Unit Title:** Presentation and Critique Process

**Target Course/Grade Level:** Grades 9-12

**Unit Summary:** Students will utilize the skills and information learned throughout the course within the context of a group project/presentation and will be tasked with critiquing the efforts of fellow classmates using the appropriate terminology and conceptual understanding of commercial art.

**Approximate Length of Unit:** 2 Weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.2.12prof.Cr3b:** Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences
- 1.5.12prof.Re7b:** Analyze how one's understanding of the world is affected by experiencing visual arts.
- 1.5.12prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.
- 1.2.12prof.Pr5b:** Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.
- 1.5.12prof.Cr1a:** Use multiple approaches to begin creative endeavors.
- 1.5.12prof.Cr2b:** Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
- 1.5.12prof.Re9a:** Establish relevant criteria in order to evaluate a work of art or collection of works.
- 1.2.12acc.Re9a:** Create and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.1.12.A.9.** Analyze how personal and cultural values impact spending and other financial decisions.
- 9.1.12.E.4.** Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
- 9.3.12.AR-JB.2.** Demonstrate writing processes used in journalism and broadcasting.
- 9.3.12.AR-VIS.1.** Describe the history and evolution of the visual arts, and its role in and its impact on society.
- 9.3.12.AR-VIS.2.** Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3.** Analyze and create two- and three-dimensional visual art forms using various media.

**9.4.5.DC.1:** Explain the need for and use of copyrights.

**9.4.5.DC.2:** Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

**9.4.5.DC.3:** Distinguish between digital images that can be reused freely and those that have copyright restrictions.

**9.4.5.IML.1:** Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

### **Interdisciplinary Connections and Standards:**

#### **English Language Arts:**

**SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting discrepancies among data.

**SL.11-12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

**SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

#### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RH.9-10.2.** Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

**RST.9-10.2.** Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

**RST.9-10.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

**RST.9-10.7.** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

#### **Unit Understandings:**

*Students will understand that...*

- Culturally and historically diverse media, art mediums, techniques, and styles utilized in both the creation and the interpretation of information when exchanged between an artist and audience.

## Unit Essential Questions:

- What are the optimal ways to organize the concepts and techniques of fine arts, visualization, and media to reach an audience's attention?
- What fonts and pictorial representations are most easily recognizable to members of a culture which will enhance recall and promote favorable recognition for a product, service, proposal, individual, or entity?
- What are the potential influences upon the individual and overall public by an artwork specifically created to advertise, advance, promote, explain, narrate, and inform?
- What is the influence of an artwork on the marketability and popularity of a product, concept, or idea?
- What is the influence of symbolism and iconography that represents something other than itself within an artwork?
- What effects do the social/economic distinctions of a target audience play in the creation of art?

## Knowledge and Skills:

*Students will know...*

- The Principles of Design; Balance, Emphasis, Movement, Pattern, Repetition, Proportion, Rhythm, Variety, Unity.
- The Elements of Design; Line, Shape, Form, Color, Texture, Space.
- The Four Methods of Placement; Symmetry, Asymmetry, Size, and Overlapping.
- How to recognize popular tropes and affective techniques within artistic designs.
- How to recognize historically relevant design concepts within contemporary artistic designs.
- How to create layouts using manual and technical methods.
- How to develop a more nuanced understanding of criticism and an advanced ability to interpret/render thematic elements within both traditional and contemporary artistic media and methodologies.

*Students will be able to...*

- Apply a variety of concepts and techniques including, but not limited to;
  - Color theory application
  - Pattern and texture density
  - Recognize composition and placement
  - Marketing of a product
  - Original concept and design
  - Typography
  - Product research
  - Demographic research
  - Professional presentation
  - Infographics

## *EVIDENCE OF LEARNING*

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Student Final Group Project and Assessment will be evaluated on three criteria:
  - Completion of all sections by the deadline
  - Overall success of each section of the Final Project
  - Utilization of language and the conceptual understanding displayed within the Self-Critique, Peer Criticism, and final Artist Statement

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Application and criticism of techniques used within Commercial arts.
- Students in small groups will research, design, and perform a 90-second informative presentation utilizing infographics and visual aids. Classmates will rate the effectiveness of these presentations by considering their willingness to purchase the products being advertised, support the specific causes being promoted, or believe the information provided as accurate,

## *RESOURCES*

### **Teacher Resources:**

- Google Slide presentations
- YouTube: historical, tutorial, and documentary videos
- Vectr free vector graphics software (*vectr.com*)
- Photopea: free online advanced image editor (*photopea.com*)
- Various online journals, documents, editorials, articles, and case studies
- Various examples of visual aids and imagery
- Lesson Plans

### **Equipment Needed:**

- Drawing Paper
- Illustration board
- Foam board
- Markers



- Fine point pens
- T-squares
- Triangles
- Stencils
- Erasers
- Rulers
- Compasses
- Scissors
- Exacto blades
- Visual aid and image samples
- LCD projector
- Projector screen
- DVD & CD player (computer-driven)
- Computers with Google Drive and PSD capabilities