

## Pine Hill Public Schools Curriculum

Content Area:	<b>Visual and Performing Arts</b>		
Course Title/ Grade Level:	Computer Graphics Web Design I		
Unit 1:	Introduction To Graphics, Computer & Class Organization	Duration:	1 Week
Unit 2:	Introduction to Photoshop Elements	Duration::	2 Weeks
Unit 3:	Introduction to taking photos and editing	Duration:	4 Week
Unit 4:	Beginning Web Design	Duration:	2 Weeks
Unit 5:	Taking Portraits Website Creation	Duration:	8 Weeks
Unit 6:	Macro Photography Website Creation	Duration:	8 Weeks
Unit 7:	Special Effect Photography. Art Show Prep	Duration:	7 Weeks
Unit 8:	Building a digital portfolio	Duration:	
BOE Approved Revision:	June 20, 2017		
BOE Initial Adoption Date:	August 28, 2012		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title</b> Introduction to Graphics, Photoshop and Photography		<b>Unit #: 1</b>
<b>Course or Grade Level: Computer Graphics &amp; Web Design.</b>		<b>Length of Time: 2 weeks</b>
<b>Pacing</b>	4 weeks	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>○ How do you organize your work on a computer?</li> <li>○ What is Google Classroom?</li> <li>○ What is Photoshop Elements?</li> <li>○ What is a pixel?</li> <li>○ How do layers work?</li> <li>○ What are the main tools in Photoshop Elements</li> <li>○ How do graphic resolutions differ for different projects?</li> </ul>	
<b>Content Statement(s)</b>	○ Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	
<b>Skills</b>	○ Computer Skills , creating folders, retrieving information from folders, uploading information into folders. Creating and editing basic shapes in Photoshop using layers and presets.	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>○ Classwork</li> <li>○ Projects</li> <li>○ Notes</li> <li>○ Tests/Quiz</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>○ Break work into small components.</li> <li>○ Multi sensory approach</li> <li>○ Work in small groups</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Note taking</li> <li>○ Math</li> <li>○ Organizational Skills</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>· Lecture – Demos</li> <li>· Computers</li> <li>· Software – Photoshop Elements</li> <li>· Organizational Handouts</li> <li>· Internet You-Tube Instructional Videos</li> <li>· Projects</li> </ul>	
<b>New Jersey Student Learning Standards</b>		
<b>Standard(s):</b> Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
<b>Strand(s):</b> Visual Art		
<b>CPI # / CPI(s):</b> 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.		
<b>ELA/Literacy Companion Standards:</b>		

**21<sup>st</sup> Century Themes**

Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
Media Literacy	X	ICT Literacy		Life and Career Skills X		

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<b>Strand:</b>	<b>Content Statement:</b>	<b>Indicator:</b>
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**Pine Hill Public Schools  
Curriculum**

<b>Unit Title</b>	Introduction to taking and editing photos.	<b>Unit #: 3</b>
<b>Course or Grade Level:</b>	<b>Graphics/Web design</b>	<b>Length of Time: 4 Weeks</b>
<b>Pacing</b>	4 weeks	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>○ How do you take a good photo?</li> <li>○ What is framing (composition) a subject?</li> <li>○ What do the terms landscape and portrait modes mean?</li> <li>○ How do you hold a camera to prevent blurring an image?</li> <li>○ What is the resolution for a picture for a website vs print?</li> <li>○ How does a digital camera work?</li> <li>○ What is the difference between the different shooting modes on a camera?</li> <li>○ How do you correct photos in Photoshop?</li> <li>○ How do layers affect a photo project?</li> <li>○ How to apply the tools in Photoshop?</li> </ul>	
<b>Content Statement(s)</b>	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.	
<b>Skills</b>	<ul style="list-style-type: none"> <li>○ Taking photos</li> <li>○ Computer Skills</li> <li>○ Taking photos using different camera settings.</li> <li>○ Creating a collage using Photoshop.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>○ Classwork</li> <li>○ Projects</li> <li>○ Notes</li> <li>○ Tests</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>○ Breaking work into small components</li> <li>○ Working in teams</li> <li>○ Individual Instruction</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Math</li> <li>○ Organizational Skills</li> </ul>	

<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>○ Lectures - Demos</li> <li>○ Computers</li> <li>○ Software</li> <li>○ Youtube and various online instructional videos</li> <li>○ Working in groups</li> </ul>						
<b>New Jersey Student Learning Standards</b>							
<b>Standard(s): Standard: 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.</b>							
<b>Strand(s): A. Aesthetic Responses</b>							
<b>CPI # / CPI(s): 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</b>							
<b>ELA/Literacy Companion Standards:</b>							
<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy	X	ICT Literacy		Life and Career Skills		
<b><u>8.1 Educational Technology:</u> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b>							
<b>Strand:</b>		<b>Content Statement:</b>			<b>Indicator:</b>		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title</b> Introduction to Building a Website	<b>Unit #: 4</b>
<b>Course or Grade Level:</b> Graphics/Web design	<b>Length of Time:</b> 2 Weeks
<b>Pacing</b>	2 weeks
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>○ What is a website?</li> <li>○ Why is it important to be organized to create a website?</li> <li>○ How do you build a website?</li> <li>○ How do you use Dreamweaver to create a website?</li> <li>○ How do you use Photoshop to help build a website?</li> </ul>
<b>Content Statement(s)</b>	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
<b>Skills</b>	<ul style="list-style-type: none"> <li>○ Organizational skills</li> <li>○ Photoshop skills</li> <li>○ Dreamweaver skills</li> <li>○ Photography and editing skills</li> </ul>

<b>Assessments</b>	<ul style="list-style-type: none"> <li>○ Classwork</li> <li>○ Projects</li> <li>○ Notes</li> <li>○ Tests</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>○ Breaking work into small components</li> <li>○ Working in teams</li> <li>○ Individual Instruction</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Math</li> <li>○ Organizational Skills</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>○ Lectures - Demos</li> <li>○ Computers</li> <li>○ Software</li> <li>○ Youtube and various online instructional videos</li> <li>○ Working in groups</li> </ul>

**New Jersey Student Learning Standards**

**Standard(s): 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.**

**Strand(s):D. Visual Art**

**CPI # / CPI(s):1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes**

**ELA/Literacy Companion Standards:**

**21<sup>st</sup> Century Themes**

Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
Media Literacy	X	ICT Literacy		Life and Career Skills X		

**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

<b>Strand:</b>	<b>Content Statement:</b>	<b>Indicator:</b>
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**Pine Hill Public Schools  
Curriculum**

<b>Unit Title</b> Portrait Photography and Website Creation		<b>Unit #: 5</b>
<b>Course or Grade Level:</b>		<b>Length of Time: 8 weeks</b>
<b>Pacing</b>	8 weeks (2 months)	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>○ What are the different types of portraits?</li> <li>○ How and why do you pose people in different positions</li> <li>○ What are posing positions for different types of portraits</li> <li>○ Differentiate between formal (senior portraits) and informal portraits.</li> <li>○ Why is lighting important for taking portraits?</li> <li>○ What is the difference between key and fill lights?</li> <li>○ Does lighting differ for different skin tones?</li> <li>○ How does a background affect a portrait?</li> <li>○ When you select portrait vs landscape modes when shooting a portrait?</li> <li>○ What is the exposure triangle and how does it apply to portraits?</li> <li>○ Does the resolution differ for a print vs a website?</li> <li>○ How do you crop a photo in photoshop?</li> </ul>	
<b>Content Statement(s)</b>	*Roles within teams, work units, departments, organizations, inter organizational systems and the larger environment impact business operation. *Key organizational systems impact organizational performance and the quality of products and services. * Understanding the global context of 21st-century industries and careers impacts business operations.	
<b>Skills</b>	<ul style="list-style-type: none"> <li>○ Organizational skills</li> <li>○ Photoshop skills</li> <li>○ Dreamweaver skills</li> <li>○ Photography and editing skills</li> <li>○ Lighting set up skills</li> <li>○ Camera Skills</li> <li>○ Taking and editing portraits</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>○ Classwork</li> <li>○ Projects</li> <li>○ Notes</li> <li>○ Tests</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>○ Breaking work into small components</li> <li>○ Working in teams</li> <li>○ Individual Instruction</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Math</li> <li>○ Organizational Skills</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>○ Lectures - Demos</li> <li>○ Computers</li> <li>○ Software</li> <li>○ Youtube and various online instructional videos</li> <li>○ Working in groups</li> </ul>	

<b>Standard(s):9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees</b>							
<b>Strand(s):C. Arts, A/V Technology, &amp; Communications Career Cluster</b>							
<b>CPI # / CPI(s): 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines</b>							
<b>ELA/Literacy Companion Standards:</b>							
<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy	X	ICT Literacy		Life and Career Skills X		
<b><u>8.1 Educational Technology:</u> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b>							
<b>Strand: Digital Citizenship</b>		<b>Content Statement:</b>			<b>Indicator:</b>		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title Macro / Close up Photography - Website Creation</b>	<b>Unit # 6</b>
<b>Course or Grade Level: Graphics/Web design</b>	<b>Length of Time: 8 Weeks</b>
<b>Pacing</b>	8 Weeks
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>○ What is Macro Photography</li> <li>○ How is Macro Photography different from Close Up Photography?</li> <li>○ How are lights used differently in a macro/close up setting</li> <li>○ Can a smart phone take good pictures?</li> <li>○ How to print crisp macro / Close up photos?</li> </ul>
<b>Content Statement(s)</b>	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
<b>Skills</b>	<ul style="list-style-type: none"> <li>○ Organizational skills</li> <li>○ Photoshop skills</li> <li>○ Dreamweaver skills</li> <li>○ Photography and editing skills</li> <li>○ Lighting set up skills</li> <li>○ Camera Skills</li> <li>○ Taking and editing close up and macro pictures of object, food and liquids</li> <li>○ Creativity</li> </ul>

<b>Assessments</b>	<ul style="list-style-type: none"> <li>○ Classwork</li> <li>○ Projects</li> <li>○ Notes</li> <li>○ Tests</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>○ Breaking work into small components</li> <li>○ Working in teams</li> <li>○ Individual Instruction</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Math</li> <li>○ Organizational Skills</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>○ Lectures - Demos</li> <li>○ Computers</li> <li>○ Software</li> <li>○ Youtube and various online instructional videos</li> <li>○ Working in groups</li> </ul>

**New Jersey Student Learning Standards**

**Standard(s): 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.**

**Strand(s): Visual Art**

**CPI # / CPI(s): 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes**

**ELA/Literacy Companion Standards:**

[21<sup>st</sup> Century Themes](#)

Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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[21<sup>st</sup> Century Skills](#)

Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
Media Literacy	X	ICT Literacy		Life and Career Skills X		

**9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees**

<b>Strand:</b>	<b>Content Statement:</b>	<b>Indicator:</b>
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**Pine Hill Public Schools  
Curriculum**

<b>Unit Title</b> Special Effect Photography, Portfolio for Art Show Creation	<b>Unit #: 7</b>
<b>Course or Grade Level:</b>	<b>Length of Time: 7 Weeks</b>
<b>Pacing</b>	7 Weeks
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>○ What are special effects in photography</li> <li>○ How are special effects applied to a photograph?</li> </ul>



	<ul style="list-style-type: none"> <li>○ What are the must have photos at Longwood Gardens?</li> <li>○ How are photos cropped for printing?</li> <li>○ How to build a digital portfolio?</li> </ul>
<b>Content Statement(s)</b>	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
<b>Skills</b>	<ul style="list-style-type: none"> <li>○ Organizational skills</li> <li>○ Photoshop skills</li> <li>○ Dreamweaver skills</li> <li>○ Photography and editing skills</li> <li>○ Lighting set up skills</li> <li>○ Camera Skills</li> <li>○ Adding special effects to photos</li> <li>○ Building a digital portfolio</li> <li>○ Creativity</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>○ Classwork</li> <li>○ Projects</li> <li>○ Notes</li> <li>○ Tests</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>○ Breaking work into small components</li> <li>○ Working in teams</li> <li>○ Individual Instruction</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>○ Breaking work into small components</li> <li>○ Working in teams</li> <li>○ Individual Instruction</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>○ Lectures - Demos</li> <li>○ Computers</li> <li>○ Software</li> <li>○ Youtube and various online instructional videos</li> <li>○ Working in groups</li> </ul>

**New Jersey Student Learning Standards**

**Standard(s): All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

**Strand(s): Technological design**

**CPI # / CPI(s): 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.**

**ELA/Literacy Companion Standards:**

**21<sup>st</sup> Century Themes**

Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		
<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>							
<b>Strand: Collaboration</b>			<b>Content Statement:</b>		<b>Indicator:</b>		