Pewaukee School District Unit Plan

Course Name: Introduction to Digital Media

Unit Name: Digital Typography

Unit Description: Create a typography-based design that expresses an idea using color, shape and words only. Respond and Connect to the history of typography while developing an understanding of its role in graphic design. Apply knowledge of digital painting using the app called Adobe Photoshop Touch to create designs while utilizing the digital stylus. Present and Communicate a message through the shape & mood of a font/typeface chosen and the design of the space you develop.

Reportable Standard	Priority Standard
In each box list the reportable standard to be assessed <u>in the unit</u>	In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed <u>in the unit</u>
RS 1 CREATE Plans complex concepts for creative artwork that connect to history, society and/or personal life experiences.	**PS1**-Apply and utilize the elements and principles of design in the creation of visual art. **PS4**- Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea. **PS7** Connect artistic ideas & works with personal, societal, cultural and/or historical context to deepen understanding.
RS 2 CREATE Plans and develops complex compositions through quality craftsmanship.	**PS2**- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity. **PS3**-Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.
RS 3 PRESENT & RESPOND Interpret and evaluate the meaning of art work through the critique process.	**PS5**- Present final artworks for public display via internet or gallery exhibit. **PS6**- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.
Learning Targets	

1. 1. Identify each learning target <u>for the Priority Standard in the context of the unit</u>.

- PS1: Create a final design that only uses shape, color and type, no images. (P)
- PS1: Use colors that relate to the emotion and meaning of your concept and help express the message. (S)
- PS1: Create a design that is bold and graphically interesting. (P)
- PS2: Create an original design based on a word or phrase, not an entire sentence or paragraph, emphasis should be on a message that is quick and readable. (P)
- PS2: Use PhotoShop Touch to create a work that utilizes the many functions of the app. (S)
- PS2: Create an image that is neat, clean, precise, and easy to read. (P)
- PS2: Apply knowledge of digital painting using the app called Adobe Photoshop Touch to create designs while utilizing the digital stylus. (P)
- PS3: Create a work that uses a creative break-up of two-dimensional space using color, shape and type only in a well-planned design. (P)
- PS3: Create a graphically interesting piece, with type being a key design element in the overall composition. (P)
- PS4: Communicate a message through the shape & mood of a font/typeface chosen and the design of the space you develop. (S)
- PS4: Develop 6-8 thumbnails based on your research of typography. (S)
- PS5: Present a digital work through the written and oral critique process. (S)
- PS6: Evaluate your typography with a written artist statement using the It's CLEAR format for writing. (R)
- PS6: Explain how the criteria was met for this unit. (R)
- PS6: Explain what elements and principles of art were used. (R)
- PS6: Explain your use of media and composition. (R)
- PS6: Describe improvements or changes (R)
- PS6: Explain how to implement these changes. (R)
- PS7: Respond and connect to the history of typography while developing an understanding of its role in graphic design. (K)
- PS7: Research the history of Typography using the embedded video and links supplied in the iBook CH 3. (K)

2. For each learning target, label the type of each learning target using the following:
   - **Knowledge (K)-** What I need to know
   - **Skill (S)-** What I can demonstrate
   - **Product (P)-** What I can make to show my learning
   - **Reasoning (R)-** What I can do with what I know

Summative Assessment(s)

Identify the summative assessment(s) that will be administered & graded in the unit.

- Typography Research graded with sketchbook rubric
- Sketchbook planning graded with sketchbook rubric
- Final Digital Typography Project graded with Art Project rubric
- Written artist statement graded with Art Project rubric

For each Priority Standard listed above create a Proficiency Scale that clarifies the levels of proficiency for the Priority Standard in the context of the unit.

Proficiency Scale: Describing levels of a Priority Standard
vs.
Rubric: Describing levels of a task

You may use a Priority Standard to score an assessment or you may develop a rubric specific to the assessment

Priority Standard	4	3	2	1
Priority Standard 1-Apply and utilize the elements and principles of design in the creation of visual art.	Intentionally and mindfully create works of art that creatively incorporate the elements and principles of design.	Intentionally and mindfully apply and utilize the elements and principles of design in the creation of visual art.	Apply and utilize the elements and principles of design as a basic foundation for creating visual art.	Use and application of elements and principles of design is not clear.
Priority Standard 2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create and plan artwork that illustrates exceptional quality Craftsmanship: Evidence of advanced technical proficiency and visual acuity.	Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create artwork that illustrates basic craftsmanship, lacking detail and command of media chosen.	Underdeveloped quality and care with media. Final presentation is missing or incomplete.
Priority Standard 3-Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.	Create and plan artwork that illustrates innovative complex compositions: Evidence of exceptional visual organization and design of space (2D, 3D, 4D).	Create and plan artwork that illustrates complex compositions: Evidence of competent visual organization and design of space (2D, 3D, 4D).	Create artwork that illustrates basic compositions: Some evidence of visual organization and design of space (2D, 3D, 4D).	Underdeveloped composition, incomplete organization and design of space.

Priority Standard 4- Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create and plan artwork that illustrates imaginative conceptual development with evidence of creative problem solving and interpretation of the idea.	Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create artwork that illustrates a basic concept.. Followed directions but sought a simple, basic solution and interpretation of the idea.	Create artwork that does not illustrate a clear concept and planning process. Work did not solve the problem set forth by the assignment.
Priority Standard 5 - Present final artworks for public display via internet or gallery exhibit.	Create and plan artwork that illustrates imaginative conceptual development with evidence of creative problem solving and interpretation of the idea.	Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create artwork that illustrates a basic concept.. Followed directions but sought a simple, basic solution and interpretation of the idea.	Create artwork that does not illustrate a clear concept and planning process. Work did not solve the problem set forth by the assignment.
Priority Standard 6 - Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.	Design and create a final presentation of artworks that engages the viewer and becomes a work of art in and of itself.	Design final presentation of artworks for public display that enhances and highlights the original artwork via internet, classroom or gallery exhibit.	Design basic presentation of final artworks for public display via internet, classroom or gallery exhibit.	Final presentation of artwork is lacking finish and thought.
Priority Standard 7 - Connect artistic ideas and works with societal, cultural and historical context to deepen understanding.	Invents ways to innovatively connect to artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.	Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.	Basic connection of artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.	Lacks connection of artistic ideas and works to personal, societal, cultural and historical context to deepen understanding.