Unit Plan Title: Market Me Unit Length: 3 weeks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Course Name** | Digital Communications | **Grade Level** | High School |

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| **Standards** | **Grade Level Expectations** |
| 1. Observe and Learn to **Comprehend** | Visual art has inherent characteristics and expressive features |
| 2. Envision and Critique to **Reflect** | Reflective strategies are used to understand the creative processes |
| 3. Invent and Discover to **Create** | Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas |
| 4. Relate and Connect to **Transfer** | Communication through advanced visual methods is a necessary skill in everyday life |

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| **Colorado 21st Century Skills**  **Critical Thinking and Reasoning**: *Think Deep, Think Different*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Owning Your Learning*  **Invention:** *Creating Solutions* | **Creative Process in Visual Art** | **Studio Thinking**  **Develop Craft:** *Learning to use materials, tools and techniques*  **Engage and Persist:** *Learning to embrace problems and not give up*  **Envision***: Imagine the possible next steps; see what is not there*  **Express:** *Convey an idea, feeling, personal meaning*  **Observe:** *Seeing things that otherwise might not be seen*  **Reflect:** *think, talk and evaluate your work and the work of others*  **Stretch and Explore:** *Reach beyond one’s perceived capacities*  **Understand Art World:** *Learn about contemporary and past art(ist)* |

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| **Lesson Titles and Description** | **Lesson Length** | **Sequence** |
| Exploring Photoshop | 2 Classes | 1-2 |
| Market Me Art | 2 Classes | 3-4 |
| Advertising Lesson | 2 Classes | 5-6 |
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| **Unit: Focusing Lens/Lenses: Timeless, Transferrable and Universal (I.E. Beliefs/Values, Identity, Relationships. Tension/Conflict, Freedom, Design, Aesthetic, Patterns, Origins, Transformation, Change, Influence, Collaboration, Intention, Play/Exploration, Synergy/Flow, Choices, Balance, Inspiration, System, Structure/Function, Reform)** | Beliefs/Values  Design  Aesthetics  Play/Exploration | **Unit: Prepared Graduate**  **Competencies** | Create works of art that articulate more sophisticated feelings, emotions, and points of view about art and design through an expanded use of media and technologies. |

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| **Unit: Standards and Grade Level Expectations**  **(Unit must have all standards; NOT all GLEs.)** | (Visual Arts Standard # - Name; GLE #, # and #)   1. Observe and Learn to Comprehend   1. Visual art has inherent characteristics and expressive features   1. Envision and Critique to Reflect   1. Reflective strategies are used to understand the creative processes  3. Invent and Discover to Create   1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas   4. Relate and Connect to Transfer  2. Communication through advanced visual methods is a necessary skill in everyday life |
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| **Unit: Inquiry Questions**  **(Engaging-Debatable: In art, what does it mean when something is beautiful? How can something be so ugly it is beautiful?)** | (3-5 questions; at least 2 from each lesson)  To what extent does a work of art depend on the artist’s point of view?  To what extent does a work of art depend on the viewer’s point of view?  How and why is art used as a vehicle for communication?  How can information be shared artistically?  How does creating art differ from viewing art?  What differentiates art-making technologies?  How can artists create works of art through combining, expanding, and sequencing?  What problem solving skills are employed in making works of art?  How does visual imagery used in mass media correlate with art? |

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| **Unit Strands** | Comprehend/Reflect/Create/Transfer |

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| **Unit: Concepts: Timeless, Transferrable and Universal (I.E. Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, Observation)** | Composition  Technique  Media  Culture  Shape  Line  Color  Graphic Design  Digital Communication  Expressions |

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| **For each statement you create below align with Standard(s), Prepared Graduate Competencies, and Grade Level Expectations. Refer to Standards: Inquiry Questions, Relevance and Application and Nature of Statement when writing understandings.** |

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| **Enduring Understandings: My students will UNDERSTAND...**  **(Timeless, Transferrable and Universal. Shows a relationship between two or more concepts.)** | **Conceptual Guiding Questions** | **Factual Guiding Questions** |
| Composition and Technique influence design. | how are the characteristics and expressive features of art and design used to create art? | What is the definition of a composition?  What are the different components that make a ‘good’ composition? |
| Culture and media influence digital communication. | How and why is art used as a vehicle for communication? | What are 5 ways of digital communication? |
| Artists and designers shape artistic investigations following or breaking with traditions in pursuit in creative art making goals. | How can art make important contributions to society? | What makes something a tradition? |
| Expressions and color determine artistic choices. | What choices might influence how a artist begins a work of art? | In what ways can color be used to make something expressive? |

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| **Critical Content: My students will KNOW...**  **(NOT Timeless, Transferrable and Universal. Factual information in the unit [topics] that students must know.)** | | **Key Skills: What my students will be able to DO...**  **(Timeless, Transferrable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)** |
| Students will know how culture influences digital communication.  Students will understand how media influences technique.  Students will understand digital techniques to manipulate images in photoshop.  Students will understand compositional elements of painting. | | Analyzing or evaluating arguments, interpretations, beliefs, or theories.  Distinguishing relevant from irrelevant facts.  Thinking independently  Refining generalizations and avoiding oversimplifications |
| **Vocabulary** | Composition  Technique  Media  Culture  Photoshop  Marketing  Advertisement  Graphic Design  Digital Communication | |
| **Literacy Integration** | New text techniques, ideation worksheets and reflection worksheets. | |
| **Numeracy Integration** | Paper measurements, proportions, and file sizes. | |