

Scope and Sequence

Chapter 1 / Introduction	# of Days, 1
Chapter 2 / Posters	# of Days, 9
Chapter 3 / Visual ID-Stationary	# of Days, 15
Chapter 4 / Flash Animations	# of Days, 15
Midterm	# of Days, 1
Chapter 5 / Portfolio Web Page	# of Days, 12
Chapter 6 / Digital Painting	# of Days, 10
Chapter 7 / Ad Campaign	# of Days, 11
Chapter 8 / Portfolio Design	# of Days, 15
Final Exam	# of Days, 1
Total Number of Days	# of Days, 90

BRIDGETON PUBLIC SCHOOLS
Computer Art
PACING CHART/CURRICULUM MAP

Course: Computer Art II

Unit I: Introduction

Essential Question: What are the expectations for Computer Art II

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.D.1 1.3.12.D.1	Lesson 1: Introduction Objectives: SWBAT <ul style="list-style-type: none"> ● Understand the expectations of the Computer Art II course. ● Learn individual and group expectations. ● Become acquainted with the classroom and their new peers. 	<ul style="list-style-type: none"> ● Introduction letter to parents ● Classroom rules ● Internet Use Form 	<ul style="list-style-type: none"> ● Computer Literacy Performance Test/Rubric

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Computer Art
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Unit II: Poster Design

Essential Question: What is the purpose of a poster, and what role do type and visuals play in their design?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.D.1 1.3.12.D.1 1.3.12.D.4	Lesson 1 – Poster Background Objective(s): SWBAT <ul style="list-style-type: none"> ● Understand the historic significance of poster by creating a presentation. ● Create a sample reference sheet for the Principals of Design. ● Show knowledge of the principals of design by evaluating a poster. 	<ul style="list-style-type: none"> ● Posters Handout ● Principals of Design reference sheet format. 	<ul style="list-style-type: none"> ● Instant Feedback ● Peer Review ● Student Created Test.
5 Days	1.3.12.D.2 1.2.12.A.1 1.1.12.D.1	Lesson 2 – Poster Creation Objective(s): SWBAT <ul style="list-style-type: none"> ● Create part of their calendar with the knowledge gained from lesson 1. ● Create their poster by applying the knowledge gained from lesson 1. 	<ul style="list-style-type: none"> ● Student Created Poster Presentation ● Student Created Principals of Design reference sheet. 	<ul style="list-style-type: none"> ● Student Self Assessment ● Creation Rubric

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p>Lesson 3 – Poster Evaluation Objective(s): SWBAT</p> <ul style="list-style-type: none"> Evaluate peers work by using the Creation Rubric and Principals of Design reference sheet. 	<ul style="list-style-type: none"> Creation Rubric 	<ul style="list-style-type: none"> Peer Review Creation Rubric Student Created Test. Principals of Design reference sheet.

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Unit III: Visual ID / Stationary

Essential Question: What role do visuals play in a company's success?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.D.1 1.3.12.D.1	<p>Lesson 1: Logo and Branding Objective(s): SWBAT</p> <ul style="list-style-type: none"> ● Compile a set of logos and determine why one may work better than the others. ● Create a presentation on Visual ID. 	<ul style="list-style-type: none"> ● Visual Identity and Branding ● Logo Worksheet ● Principles of Design Reference Sheet. 	<ul style="list-style-type: none"> ● Creation Rubric ● Instant Feedback ● Visual ID Quiz
7 Days	1.1.12.D.1 1.3.12.D.1 1.3.12.D.4	<p>Lesson 2: Logo Creation Objective(s): SWBAT</p> <ul style="list-style-type: none"> ● Create a Personal Logo by applying what they learned in the Visual ID Presentation. ● Gain a more complete understanding of the Principles of Design by applying them to their logo. 	<ul style="list-style-type: none"> ● Principles of Design Reference Sheet ● Presentation on Visual ID 	<ul style="list-style-type: none"> ● Instant Feedback ● Sketchbook Rubric ● Self Assessment

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 Days	1.3.12.D.2 1.2.12.A.1 1.1.12.D.1	Lesson 3 – Stationary Objective(s): SWBAT <ul style="list-style-type: none"> ● Create a set of stationary by following teacher instructions in their notes. ● Gain knowledge of type design by applying what they have learned in class. 	<ul style="list-style-type: none"> ● Principles of Design Reference Sheet ● Stationary sample sheet. 	<ul style="list-style-type: none"> ● Sketchbook Rubric ● Instant Feedback ● Self Assessment
1 Day	1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	Lesson 4 – Critic Stationary Objective(s): SWBAT <ul style="list-style-type: none"> ● Give constructive criticism to their peers by following their rubric for creating a work of art. 	<ul style="list-style-type: none"> ● Principles of Design Reference Sheet ● Creation Rubric 	<ul style="list-style-type: none"> ● Peer Review ● Creation Rubric

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Unit IV: Flash Animation

Essential Question: What is Flash Used for?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.D.1	Lesson 1 – Intro to Flash Objective(s): SWBAT <ul style="list-style-type: none"> ● Gain an understanding of the different features of the software by following a teacher demo. ● Demonstrate their knowledge of the Adobe Creative Suite by applying knowledge from other software to understand the new one by creating a simple graphic to be animated. 	<ul style="list-style-type: none"> ● Introduction to flash video 	<ul style="list-style-type: none"> ● Instant Feedback ● Creation Rubric
9 Days	1.1.12.D.1 1.3.12.D.1 1.3.12.D.4	Lesson 2 – Simple Animation Objective(s): SWBAT <ul style="list-style-type: none"> ● Gain an understanding of the different features of the software by following a teacher demo. ● Create a Flash animation by applying knowledge that they have learned in class. 	<ul style="list-style-type: none"> ● Flash Video 	<ul style="list-style-type: none"> ● Instant Feedback ● Creation Rubric ● Sketchbook Rubric

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5	Lesson 3 – Flash for the Web Objective(s): SWBAT <ul style="list-style-type: none"> ● Develop an idea of what types of web applications can be done with Flash by researching it online during a scavenger hunt. ● Develop an idea for how they will use Flash later on in the class when we move on to web design. By creating roughs in their design groups for a flash application. ● Give constructive criticism to their peers by following their rubric for creating a work of art. 	<ul style="list-style-type: none"> ● Flash quick study guide 	<ul style="list-style-type: none"> ● Creation Rubric ● Sketchbook Rubric
1 Day		Lesson 4 – Midterm Exam Objective(s): SWBAT <ul style="list-style-type: none"> ● Demonstrate mastery of material in Unit I-IV by completing the written portion of the Midterm Exam 	<ul style="list-style-type: none"> ● Teacher Created Written Midterm Exam ● Study Guide 	<ul style="list-style-type: none"> ● Creation Rubric ● Evaluation Rubric

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Unit V: Portfolio Web Page

Essential Question: What is considered good Web Design?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 Days	1.1.12.D.1	Lesson 1: Intro to Dreamweaver Objective(s): SWBAT <ul style="list-style-type: none"> ● Learn to use Adobe Dreamweaver by following a teacher demonstration ● Create a simple web page by reading a step by step guide. 	<ul style="list-style-type: none"> ● Dreamweaver Essentials DVD 	<ul style="list-style-type: none"> ● Creation Rubric ● Sketchbook Rubric
1 Day	1.1.12.D.1 1.3.12.D.1 1.3.12.D.4	Lesson 2: Research Objective(s): SWBAT <ul style="list-style-type: none"> ● Analyze a group of websites to find the most effective ones and identify their target audience. ● Gain a basic understanding of what HTML code is by analyzing the code for websites. 	<ul style="list-style-type: none"> ● Dreamweaver Essentials DVD 	<ul style="list-style-type: none"> ● Evaluation Rubric ● Sketchbook Rubric

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
6 Days	1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4	Lesson 3 – Portfolio Web Page Objective(s): SWBAT <ul style="list-style-type: none"> ● Create their web portfolio web page by applying the knowledge gained. ● Review each of their design team members page. 	<ul style="list-style-type: none"> ● Dream Weaver Essential DVD 	<ul style="list-style-type: none"> ● Creation Rubric ● Sketchbook Rubric ● Peer Review ● Instant Feedback

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Unit VI: Digital Painting

Essential Question: Why can work that is created on the computer be considered Fine Art?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.D.1	Lesson 1: Intro to Digital Painting Objective(s): SWBAT <ul style="list-style-type: none"> ● Learn how to use Corel Painter Essentials by following a teacher demo on how to paint an apple. ● Analyze the way that the Wacom Pen Tablet responds by working on a painting. 	<ul style="list-style-type: none"> ● Apple Painter Tutorial 	<ul style="list-style-type: none"> ● Instant Feedback ● Creation Rubric
1 Day	1.1.12.D.1 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	Lesson 2: Painter Artist Objective(s): SWBAT <ul style="list-style-type: none"> ● Chose one image to analyze and write a 2 paragraph critic on the image by applying the knowledge that they have gained in Painter Essentials. ● Create an under painting based on the artwork that they chose. 	<ul style="list-style-type: none"> ● Corel.com 	<ul style="list-style-type: none"> ● Writing Rubric ● Sketchbook Rubric

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
6 Days	1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.3.12.D.5	Lesson 3: Creation Self Portrait Objective(s): SWBAT <ul style="list-style-type: none"> ● Create an original work of art with the knowledge that they have gained. ● Work within Design Groups to help one another improve their work. 	<ul style="list-style-type: none"> ● Corel.com 	<ul style="list-style-type: none"> ● Creation Rubric ● Sketchbook Rubric ● Peer Review ● Instant Feedback

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Unit VII: Ad Campaign

Essential Question: How do advertisements affect our lives?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.D.1	<p>Lesson 1: How We Consume Objective(s): SWBAT</p> <ul style="list-style-type: none"> ● Set an objective about ads that they will explain with a Power Point presentation. ● Analyze ad campaigns to see how they work, and what methods work in reaching your target audience. 	<ul style="list-style-type: none"> ● Adobe Certification Curriculum 	<ul style="list-style-type: none"> ● Creation Rubric ● Instant Feedback ● Writing Rubric
9 Days	1.3.12.D.2	<p>Lesson 2: Ad Campaign Objective(s): SWBAT</p> <ul style="list-style-type: none"> ● Work with a client to create an advertisement campaign by setting up a meeting. ● Create the advertisements from initial conception to final design by keeping communication with the client. 	<ul style="list-style-type: none"> ● Adobe Certification Curriculum 	<ul style="list-style-type: none"> ● Creation Rubric ● Peer Review ● Client Review

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Unit VIII: Portfolio Design

Essential Question: What constitutes a good portfolio?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.3.12.D.3	<p>Lesson 1: The Portfolio and the Artist</p> <p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> ● Students will be able to evaluate various portfolios by participating in a virtual Tour of artist's portfolios. ● Students will be able to compare and contrast their portfolios to those created by other artists by looking at the two simultaneously. 	<ul style="list-style-type: none"> ● Virtual Tour of Artists Portfolios 	<ul style="list-style-type: none"> ● Writing Rubric ● Sketchbook Rubric ● Teacher Created Test
12 Days	1.3.12.D.3 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p>Lesson 2: Refining the Portfolio</p> <p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> ● Refine their web portfolio and create a physical portfolio by applying the knowledge that they have gained in the class. ● Work in Design Teams to create a final product. 	<ul style="list-style-type: none"> ● Portfolio Guidelines 	<ul style="list-style-type: none"> ● Writing Rubric ● Sketchbook Rubric ● Instant Feedback ● Peer Review ● Creation Rubric

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.3.12.D.3 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	Lesson 3: Final Review and Critique Objective(s): SWBAT <ul style="list-style-type: none"> ● Have their portfolios reviewed and critiqued by their peers and the teacher. ● Take part in reviewing their peers work by giving positive feedback to each other. 	<ul style="list-style-type: none"> ● Principals of Design Reference Sheets 	<ul style="list-style-type: none"> ● Creation Rubric ● Evaluation Rubric ● Sketchbook Rubric
1 Day		Lesson 4 – Final Exam Objective(s): SWBAT <ul style="list-style-type: none"> ● Demonstrate mastery of material in Unit V-VIII by completing the written portion of the Final Exam 	<ul style="list-style-type: none"> ● Teacher Created Written Final Exam ● Study Guide 	<ul style="list-style-type: none"> ● Creation Rubric ● Evaluation Rubric