

Winslow Township School District
10-12 Digital Imaging I
Unit 3: 2D vs. 3D Design

Overview: In this unit, Students will demonstrate an understanding of the differences between two & three dimensional design

Overview	Standards	Unit Focus	Essential Questions
<p><u>Unit 3</u> 2D vs. 3D Design</p>	<ul style="list-style-type: none"> • 1.2.12acc.Cr1a • 1.2.12acc.Cr1b • 1.2.12acc.Cr1c • 1.2.12acc.Cr1d • 1.2.12acc.Cr3a • 1.2.12acc.Cr3b • 1.2.12acc.Pr5a • 1.2.12acc.Pr5c • 1.2.12acc.Re7a • 1.2.12acc.Re9a • 1.2.12acc.Cn10a 	<ul style="list-style-type: none"> • Create and modify images comprised of multiple canvases and/or files. • Convert 2D images into 3D images through both manual and electronic means. • Visualize and create package layouts in 2D that after printed, are to be reassembled as 3D. • Explore and add 3D effects to images through the use of blending options, modes and layers. • Add three dimensionality by painting shadows, mid-tones and highlights. 	<ul style="list-style-type: none"> • What are the major differences between two and three dimensional design? • What is perspective? • How can images be converted manually from 2D to 3D? • What sequential steps are necessary in order to add 3D effects? • What is the purpose of a dye-line? • What tools and methods are necessary to add three dimensionality similar to manual sketching or painting? • Which software, if any, has the ability to automatically add three dimensionality to 2D images/type?
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Two dimensional design is flat and only contains two dimensions such as height and width. Three dimensional design displays three dimensions such as height, width and depth in one drawing. • Perspective is a type of 3D drawing containing a horizon line and vanishing points. • With package design, a 2D dye-line is drawn then printed and folded into a 3D shape. • Three dimensionality can be added to shapes automatically using Adobe Illustrator. • Three dimensionality can be added on through the use of tools such as dodge and burn or methods such as blending modes, adjustment layers and multiple layers. 		

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Curriculum Unit 3	Standards		Pacing	
			Days	Unit Days
Unit 3: 2D vs. 3D Design	1.2.12acc.Cr1a	Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.	3	49
	1.2.12acc.Cr1b	Organize and design artistic ideas for media arts productions	2	
	1.2.12acc.Cr1c	Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.	3	
	1.2.12acc.Cr1d	Apply aesthetic criteria in developing, refining and proposing media arts artwork	3	
	1.2.12acc.Cr3a	Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.	3	
	1.2.12acc.Cr3b	Demonstrate an understanding of media art principles through a selection of tools and production processes. .	9	
	1.2.12acc.Pr5a	Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.	9	
	1.2.12acc.Pr5c	Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.	7	
	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.	3	
	1.2.12acc.Re9a	Create and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.	3	

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	1.2.12acc.Cn10a	Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.	2	
Assessment, Re-teach and Extension			2	

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Enduring Understanding	Indicator #	Performance Expectation
Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression	1.2.12acc.Cr1a	Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.
Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression	1.2.12acc.Cr1b	Organize and design artistic ideas for media arts productions
Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression	1.2.12acc.Cr1c	Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression	1.2.12acc.Cr1d	Apply aesthetic criteria in developing, refining and proposing media arts artwork
The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.	1.2.12acc.Cr3a	Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.
The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.	1.2.12acc.Cr3b	Demonstrate an understanding of media art principles through a selection of tools and production processes. .

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Media artists require a range of skills and abilities to creatively solve problems.	1.2.12acc.Pr5a	Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
Media artists require a range of skills and abilities to creatively solve problems.	1.2.12acc.Pr5c	Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.
An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	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.
Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.	1.2.12acc.Re9a	Create and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.
Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.	1.2.12acc.Cn10a	Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.

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Assessment Plan

Teacher Created Formative Assessments

- Terminology Quizzes.
- Design Projects.
- Tutorial exercises and packets
- Pre-planning thumbnail sketches

Teacher Created Summative Assessments

- End of Unit Exams.
- Mid-term Exams.
- Final Exams
- Portfolio Review

Alternative Assessments:

- Group Critiques of student work consisting of round robin style class discussions.
- Conduct short research projects on the cultural origins of graphic design including analysis and reflection.
- Use technology to create a slide presentation
- Observe online master videos of graphic methods and techniques followed by round robin style group discussion.
- Flash card “buzz” word review presented in a game show style.

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Resources	Activities
<p>Textbooks:</p> <p>Adobe, <i>Adobe Photoshop CC: Classroom in A Book</i>, Adobe Press Adobe, <i>Adobe Illustrator CC: Classroom in A Book</i>, Adobe Press Adobe, <i>Learn Adobe InDesign CC</i>, Adobe Press</p> <p>Digital Imaging Software:</p> <ul style="list-style-type: none">○ Adobe Creative Cloud: Illustrator○ Adobe Creative Cloud: Photoshop○ Adobe Creative Cloud: InDesign <p>Other Software:</p> <ul style="list-style-type: none">• G Suite (Classroom, Docs, Sheets)• Microsoft Office (Word, Power Point)• Internet Browsers (Chrome, Safari)• PC Browsers (Finder, Explorer)• Prezi <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none">• Students will select and embed typography into each design project by using the software to edit, enhance and integrate seamlessly into their art.• The teacher will review tips on file browsing, industry terminology as well as revisit the idea of the “Office” Metaphor lesson used throughout graphic design software for each new tool or method introduced.• At the start of each new software, students are to complete tutorial “packets” demonstrating basic software tools and functions.• For all design projects, students will complete the following design process: sketch, create, critique and revisit if necessary.• Students will demonstrate an understanding of logo design by studying famous logos and then creating their own that is to be printed at three different sizes showing their effectiveness regardless of scale.• Students will explore the industry of package design by redesigning and reengineering a new package, while infusing their logo creation.• Students will design and create a dramatic invitation suitable for a celebratory event.• Students will design and create a multi-segmented design suite following a motif of either travel or music driven by their passion. As per teacher approval, the suite contains a postcard, travel brochure, flyer and scrapbook for travel. For music, students will create a CD cover, program cover, flyer and also a scrapbook.• For the travel/music suite, students also create a display of all products using a format of their choice.• Students will design and create a multi-panel holiday card based around the design theme of a visual pun or cross-link/hybrid of two images.• Students will design and create a 4 paneled postal stamp plate block.• Towards the end of the class, students will create a portfolio highlighting their strongest work from throughout the school year.• At the start of each new software, students are to complete tutorial “packets” demonstrating basic software tools and functions.

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Instructional Best Practices and Exemplars	
1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations	6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training, 9.3 21 st Century Life and Careers & 9.4 Life Literacies and Key Skills	
<p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</p> <p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8)</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</p> <p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.</p> <p>Additional opportunities to address 9.1, 9.2 & 9.4:</p> <p>Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction and demonstration
- Electronic, printed and verbal instruction
- One-on-one demonstration
- Leveled informational texts and videos via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Preferential seating
- Graphic organizers
- Study guides, study aids and re-teaching as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Contact parents, guidance & child study if students are in danger of failing.
- Provide an assignment sheet with step-by-step instructions as well as specifications for each project.
- Provide design templates.
- Provide study guides.
- Provide extended time for written assessments.
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer to create, edit and store student work.
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Relate to and identify commonalities in Digital Imaging studies in student’s home country • Use sentence/paragraph frames to assist with writing. • Work with a partner to develop and understand written and design projects • Provide extended time for written responses. • Assist with organization • Use of computer for quick translation • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

ELA

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

W.9-10.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

Integration of Computer Science and Design Thinking NJSL 8

8.1.12.CS.3: Compare the functions of application software, system software, and hardware.

8.1.12.DA.2: Describe the trade-offs in how and where data is organized and stored.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.NT.2: Redesign an existing product to improve form or function.