



Dover Area School District Curriculum Cover Sheet

Grade: 6th Grade
Subject/Course Title: Graphic Communications
Credit:

Course Description: This 45-day project based course will give the basics of the highly technical and demanding graphic design/communications field. Critical thinking and problem solving is the top priority and will be emphasized throughout each lesson. Students will learn to use cameras, iMovie, video productions software, design software, and design tools to complete their design challenges.

Instructional Resources:

- Everyone Can Create:
 - Photo
 - Video
 - Draw
- Apple Online books
- Apps:
 - Canva
 - Adobe Sketchbook
 - iMovie
 - Stop Motion
 - Flipaclip
 - Touchcast Studio
 - Roomle
 - Google Slides
 - Adobe Creative Cloud Suite
- As well as various:
 - Styluses
 - iPads
 - iMacs
 - Consumable Lab materials
 - TV Studio Equipment
 - Recording Equipment
 - Stop Motion Materials
 - Printing Equipment
 - Screen Printing Equipment
 - Pin Making Materials
 - Online Resources



**Dover Area School District Curriculum K-U-D
Graphic Communications Grades 6, 7, 8**

Task Grid	Know	Understand	Do
100 Orientation			
104-Apply copyright laws in communication.	Define copyright laws. Subject to sections 107 through 122, the owner of copyright under this title has the exclusive rights to do and to authorize any of the following: (1) to reproduce the copyrighted work in copies or phonorecords; (2) to prepare derivative works based upon the copyrighted work; (3) to distribute copies or phonorecords of the copyrighted work to the public by sale or other transfer of ownership, or by rental, lease, or lending; (4) in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works, to perform the copyrighted work publicly; (5) in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work, to display the copyrighted work publicly; and (6) in the case of sound recordings, to perform the copyrighted work publicly by means of a digital audio transmission.	Copyright laws are in place to protect designers from having their work stolen by others.	Students will complete original designs following appropriate copyright limitations.
200 Safety			
202-Follow safety requirements for use of hardware, software, and equipment.	There are rules and procedures behind safe practices when using computer hardware and software.	Designers must follow safe practices when using computer hardware and software in order to protect equipment.	Students will follow all of the rules and procedures while using the computer hardware, software, and equipment in the classroom/lab.
203-Use and maintain hand tools following established safety protocols.	There are rules and procedures behind safe practices when using and maintaining hand tools.	Designers must follow safe practices when using and maintaining hand tools in order to protect themselves.	Students will follow all of the rules and procedures by safely use the hand tools in the classroom/lab.
300 Drawing and Illustration			
302-Draw basic geometric and organic forms showing texture and tone.	Define different basic geometric and organic forms showing texture and tone.	Designers use basic geometric and organic forms when creating designs.	Students will use basic geometric and organic forms showing texture and tone through their designs.



**Dover Area School District Curriculum K-U-D
Graphic Communications Grades 6, 7, 8**

Task Grid	Know	Understand	Do
303-Draw line art.	Define different applications/technologies where line art can be created to solve design challenges.	Designers use line art when creating designs.	Create vector images with line art to be reproduced on multiple substrates.
306-Produce illustrations using various media.	Define different applications/technologies where illustrations can be created.	Designers use various applications and technologies when creating illustrations.	Create different illustrations across multiple applications/technologies to solve design solutions.
307-Illustrate using value.	Define value.	Designers use value when creating designs.	Students will use value through their designs.
400 Color Theory and Application			
402-Apply appropriate color schemes to generate design solutions.	Define colors from the color wheel and apply them as color schemes to generate design solutions. Color Wheel Primary Colors Secondary Colors Tertiary Colors Monochromatic Analogous Complementary Split complementary Triadic Square Rectangle	Designers use the color wheel when choosing color schemes for their designs.	Students will be able to use the basic color wheel and identify color schemes for their designs.
500 Digital Imaging			
503-Utilize basic functions of a page layout software.	Explain the basic layout functions in the available applications/technologies. Adobe Creative Cloud Suite Canva	Designers use the correct page layout throughout all of their designs.	Students will proficiently layout a page in various software.
505-Utilize basic functions of a vector-based drawing program.	Explain the basic functions of a vector-based drawing program. Adobe Creative Cloud Suite Adobe Sketchbook	Designers use vector-based drawing programs to create their designs.	Students will proficiently use a vector-based drawing program.
511-Organize and manage digital files.	Explain how to organize and manage digital files.	Designers keep their files organized and managed.	Students will prepare files to for printing and save files in appropriate formats.



**Dover Area School District Curriculum K-U-D
Graphic Communications Grades 6, 7, 8**

Task Grid	Know	Understand	Do
512-Utilize basic functions of web or mobile design software.	Explain the basic functions of web and mobile design software. Adobe Creative Cloud Suite Adobe Sketchbook Stop Motion Flipaclip Canva iMovie Touchcast TinkerCAD.	Designers can use various web and mobile design software.	Students will proficiently use multiple web and mobile design softwares.
600 Design Layout and Production			
602-Apply elements and principles of design.	Define the principles and elements of design. Principles of Design Balance Contrast Unity Rhythm Proportion Elements of Design Lines Shapes Mass Color Texture	Designers use the principles and elements of design when completing designs.	Follow the principles and elements of design when solving design problems.
603-Interpret a creative or design brief.	Define the steps to the engineering design process through completing a design brief. 1. Choose a station: Design Problem 2. Collect Information: Complete Research 3. Brainstorm: Plan and Sketch Ideas 4. Create Your Design 5. Present Your Design: Get Peer Feedback. 6. Reflect on Your Design: Make Improvements	Designers go through the design process when completing designs.	Students will complete a design brief to help solve various design challenges.



**Dover Area School District Curriculum K-U-D
Graphic Communications Grades 6, 7, 8**

Task Grid	Know	Understand	Do
604-Produce thumbnails, roughs, and comprehensive.	Define a thumbnail, rough, and comprehensive sketch. A thumbnail is a small quick idea sketch. A rough is the narrowing of the thumbnails to which designs have the most potential. A comprehensive is a single or few refined sketches that are sent to a client as a final draft.	Designers create thumbnails, roughs, and comprehensives when planning designs.	Brainstorm using the process of thumbnails, roughs, and comprehensive sketches.
605-Design a logo.	Define the purpose of a logo and explain how a logo is used. A logo is a graphical element (symbol, emblem, icon, sign) that, together with its logotype (a uniquely set and arranged typeface) form a trademark or commercial brand for a company.	Designers create logos for brands and companies.	Create a logo to solve a design solution.
609-Prepare files for output.	Correctly prepare files for output on various applications/technologies.	Designers know how to output files depending on their purpose.	Correctly prepare and send files for output after designs are completed.
700 Typography			
704-Choose and apply an appropriate typeface.	Define typefaces. Typefaces are distinctive visual symbols that are used to compose a printed page on paper or another substrate.	Designers know how to control type font, size and style in the various programs.	Correctly use typefaces when completing design solutions.
900 Professional Practices			
903-Estimate time and materials for a project.	Correctly estimate time and materials for projects.	When planning projects designers have to correctly estimate time and materials.	Set daily goals and list needed materials through daily progress monitoring.
906-Participate in critiques of commercial art projects.	Designers participate in critiquing commercial art projects.	Designers critique commercial art projects in order to choose the best design.	Give professional creative feedback to their peers through design reflection.

6th Grade Graphic Communications DASD Unit Map

Unit 1



Subject: Introduction **Grade Level:** 6th Grade **Duration:** 2 days

Key Learning: Students will understand the basic concepts behind the graphic communications classroom.

Unit Essential Question: What products can be produced in the graphic communications classroom?

Identified Standards Addressed in the Unit:
603-Interpret a creative or design brief.
903-Estimate time and materials for a project.

Identified Eligible Content Addressed in the Unit:
Not applicable

Know (Concepts):	Do (Competencies):
Define the steps to the engineering design process through completing a design brief.	Students will complete a design brief to help solve various design challenges.
Explain how to correctly estimate time and materials for projects.	Set daily goals and list needed materials through daily progress monitoring.

Unit Key vocabulary Applications
Station Habits
Stylus

Sample Unit Activating Strategy Do Now
Everyone is a Designer.
Why I chose Tech Ed.
Attention Signal

<u>Introduction</u>	
Duration	2 Days
Lesson Essential Question	Why does following all of the rules and procedures help you to be successful in class?
Key Lesson Vocabulary	Applications Station Habits Stylus
Assessment	Students can answer the LEQ.

Authentic, Varied, and Frequent Assessment Types	
Common Pre-Assessment (If applicable):	
Not Applicable	
Common Summative Assessment:	
Not Applicable	
Unit Success Criteria:	
Students show their knowledge through successfully completing the design process through progress monitoring.	

Resources
<ul style="list-style-type: none"> ● Everyone Can Create: <ul style="list-style-type: none"> ○ Video ○ Draw ○ Photo ● Apple Online books ● Apps: <ul style="list-style-type: none"> ○ Notability ● As well as various: <ul style="list-style-type: none"> ○ iPads/iMacs ○ Styluses ○ Online Resources

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<ul style="list-style-type: none">● Notes and Slides on Schoology● Individual assistance during FLEX● Supplemental videos on Schoology.● Chunk information for students with disabilities.● Preferential seating for students.● Teacher check-in as needed.	<ul style="list-style-type: none">● Translation is available on iPad.● Notes and Slides on Schoology● Individual assistance during FLEX● Supplemental videos on Schoology.● Provide visuals as needed.● Chunk information for students.● Preferential seating for students.● Teacher check-in as needed.	<ul style="list-style-type: none">● Supplemental videos on Schoology● Optional enrichment activities● Provide extension activities.● Allow choice of project.

Unit 2

Subject: Basic Shots

Grade Level: 6th Grade

Duration: 5 days

Key Learning: Students will understand the basic concepts of recording and editing.

Unit Essential Question: How do advanced video technologies contribute to the success of a video production?

Identified Standards Addressed in the Unit:

202-Follow safety requirements for use of hardware, software, and equipment.
511-Organize and manage digital files.
603-Interpret a creative or design brief.
609-Prepare files for output.

Identified Eligible Content Addressed in the Unit:

Not applicable

● Know (Concepts):

- There are rules and procedures behind safe practices when using computer hardware, software, and equipment.
- Explain how to organize and manage digital files.
- Define the steps to the engineering design process through completing a design brief.
- Explain how to correctly prepare files for output on various applications/technologies.

● Do (Competencies):

- Students will follow all of the rules and procedures while using the computer hardware, software, and equipment in the classroom/lab.
- Students will prepare files for printing and save files in appropriate formats.
- Students will complete a design brief to help solve various design challenges.
- Correctly prepare and send files for output after designs are completed.

Unit Key vocabulary	Zoom In	Transitions	Scene Heading
	Zoom Out	Bridging Shot	Subheader
	Pan Right	Deep Focus	Action
	Pan Left	Dutch Tilt	Character
	Locked Down Shot	Handheld Shot	Dialogue
	Close-Up	Low Angle Shot	Parenthetical
	Extreme Close-Up	High Angle Shot	Extension
	Medium Shot	Over-the-shoulder Shot	Shot
	Long Shot	POV Shot	Strategy
	Tracking Shot	The Sequence Shot	Creativity
	Arc Shot	Transitions	Execution
	Aerial Shot	Storyboarding	Target Audience
	Establishing Shot	Scripting	iMovie

Sample Unit Activating Strategy	<p>Do Now</p> <p>Everyone is a Designer.</p> <p>Why I chose Tech Ed.</p> <p>Attention Signal</p>
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	<u>Basic Shots</u>		<u>Editing</u>
Duration	3 Days		2 Days
Lesson Essential Question	How does an aesthetically pleasing camera shot affect the entire video piece?		How can transitions and effects enhance a video production?
Key Lesson Vocabulary	Zoom In Zoom Out Pan Right Pan Left Locked Down Shot Close-Up Extreme Close-Up Medium Shot Long Shot Tracking Shot Arc Shot	Aerial Shot Establishing Shot Bridging Shot Deep Focus Dutch Tilt Handheld Shot Low Angle Shot High Angle Shot Over-the-shoulder Shot POV Shot The Sequence Shot	iMovie Transitions
Assessment	Lesson Project		Lesson Project

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Video
- Apple Online books
- Apps:
 - Notability
 - iMovie
- As well as various:
 - iPads/iMacs
 - Styluses
 - Recording Equipment
 - Online Resources

Scaffolds and Enrichment

Struggling Learners

- Notes and Slides on Schoology
- Individual assistance during FLEX
- Supplemental videos on Schoology.
- Chunk information for students with disabilities.
- Preferential seating for students.
- Teacher check-in as needed.

Multilingual Learners

- Translation available on iPad.
- Notes and Slides on Schoology
- Individual assistance during FLEX
- Supplemental videos on Schoology.
- Provide visuals as needed.
- Chunk information for students.
- Preferential seating for students.
- Teacher check-in as needed.

Advanced Learners

- Supplemental videos on Schoology
- Optional enrichment activities
- Provide extension activities.
- Allow choice of project.

Unit 3

Subject: Video Pre-Production **Grade Level:** 6th Grade **Duration:** 6 days

Key Learning: Students will understand the basic concepts of the video pre-production.

Unit Essential Question: What are the important aspects of pre-production when creating a video?

Identified Standards Addressed in the Unit:

202-Follow safety requirements for use of hardware, software, and equipment.

511-Organize and manage digital files.

603-Interpret a creative or design brief.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):	Do (Competencies):
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- There are rules and procedures behind safe practices when using computer hardware, software, and equipment.
- Explain how to organize and manage digital files.
- Define the steps to the engineering design process through completing a design brief.

- Students will follow all of the rules and procedures while using the computer hardware, software, and equipment in the classroom/lab.
- Students will prepare files for printing and save files in appropriate formats.
- Students will complete a design brief to help solve various design challenges.

Unit Key vocabulary	Storyboard Scene Heading Subheader Action Character Dialogue Parenthetical Extension Transition Shot
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Sample Unit Activating Strategy	Do Now Everyone is a Designer. Why I chose Tech Ed. Attention Signal
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	<u>Storyboarding</u>	<u>Scripting</u>
Duration	3 Days	3 Days
Lesson Essential Question	What is a storyboard and how is it used in video production?	How does good script writing help with getting the correct shot?
Key Lesson Vocabulary	Storyboard	Scene Heading Subheader Action Character Dialogue Parenthetical Extension Transition Shot
Assessment	Lesson Project	Lesson Project

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):
Not Applicable
Common Summative Assessment:
Not Applicable
Unit Success Criteria:
Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Video
- Apple Online books
- Apps:
 - Notability
 - iMovie
- As well as various:
 - iPads/iMacs
 - Styluses
 - Recording Equipment
 - Online Resources

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Chunk information for students with disabilities. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Translation available on iPad. ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Provide visuals as needed. ● Chunk information for students. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Supplemental videos on Schoology ● Optional enrichment activities ● Provide extension activities. ● Allow choice of project.

Unit 4

Subject: Advertising

Grade Level: 6th Grade

Duration: 5 days

Key Learning: Students will understand the basic concepts of designing and creating an advertisement.

Unit Essential Question: How does the media and its advertising influence us?

Identified Standards Addressed in the Unit:

- 202-Follow safety requirements for use of hardware, software, and equipment.
- 511-Organize and manage digital files.
- 603-Interpret a creative or design brief.
- 609-Prepare files for output.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- There are rules and procedures behind safe practices when using computer hardware, software and equipment.
- Explain how to organize and manage digital files.
- Define the steps to the engineering design process through completing a design brief.
- Explain how to correctly prepare files for output on various applications/technologies.

Do (Competencies):

- Students will follow all of the rules and procedures while using the computer hardware, software, and equipment in the classroom/lab.
- Students will prepare files for printing and save files in appropriate formats.
- Students will complete a design brief to help solve various design challenges.
- Correctly prepare and send files for output after designs are completed.

Unit Key Vocabulary

Strategy
Creativity
Execution
Target Audience

Sample Unit Activating Strategy	Do Now Everyone is a Designer. Why I chose Tech Ed. Attention Signal
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<u>Advertising</u>	
Duration	5 Days
Lesson Essential Question	Why are certain commercials more memorable than others?
Key Lesson Vocabulary	Strategy Creativity Execution Target Audience
Assessment	Lesson Project

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):
Not Applicable
Common Summative Assessment:
Not Applicable
Unit Success Criteria:
Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Video
- Apple Online books
- Apps:
 - Notability
 - iMovie
- As well as various:
 - iPads/iMacs
 - Styluses
 - Recording Equipment
 - Online Resources

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<ul style="list-style-type: none">● Notes and Slides on Schoology● Individual assistance during FLEX● Supplemental videos on Schoology.● Chunk information for students with disabilities.● Preferential seating for students.● Teacher check-in as needed.	<ul style="list-style-type: none">● Translation available on iPad.● Notes and Slides on Schoology● Individual assistance during FLEX● Supplemental videos on Schoology.● Provide visuals as needed.● Chunk information for students.● Preferential seating for students.● Teacher check-in as needed.	<ul style="list-style-type: none">● Supplemental videos on Schoology● Optional enrichment activities● Provide extension activities.● Allow choice of project.

Unit 5

Subject: Stop Motion

Grade Level: 6th Grade

Duration: 3 days

Key Learning: Students will understand the basic concepts behind creating a stop motion animation.

Unit Essential Question: What techniques can be used to create an effective stop motion?

Identified Standards Addressed in the Unit:

- 202-Follow safety requirements for use of hardware, software, and equipment.
- 203-Use and maintain hand tools following established safety protocols.
- 303-Draw line art.
- 306-Produce illustrations using various media.
- 307-Illustrate using value.
- 511-Organize and manage digital files.
- 512- Utilize basic functions of web or mobile design software.
- 603-Interpret a creative or design brief.
- 609-Prepare files for output.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- There are rules and procedures behind safe practices when using computer hardware, software, and equipment.
- There are rules and procedures behind safe practices when using and maintaining hand tools.
- Define different applications/technologies where line art can be created to solve design challenges.
- Define different applications/technologies where illustrations can be created.
- Define value.
- Explain how to organize and manage digital files.

Do (Competencies):

- Students will follow all of the rules and procedures while using the computer hardware, software, and equipment in the classroom/lab.
- Students will follow all of the rules and procedures by safely using the hand tools in the classroom/lab.
- Create vector images with line art to be reproduced on multiple substrates.
- Create different illustrations across multiple applications/technologies to solve design solutions.
- Students will use value through their designs.
- Students will prepare files for printing and save files in appropriate formats.

- Explain the basic functions of web and mobile design software.
- Define the steps to the engineering design process through completing a design brief.
- Explain how to correctly prepare files for output on various applications/technologies.

- Students will proficiently use multiple web and mobile design software.
- Students will complete a design brief to help solve various design challenges.
- Correctly prepare and send files for output after designs are completed.

Unit Key vocabulary

Claymation
Cut-Out
Found Objects
Pixelation

Sample Unit Activating Strategy

Do Now
GC Stations Google Slides
Station Discussions
Attention Signal

<u>Stop Motion</u>	
Duration	3 Days
Lesson Essential Question	What types of materials do animators use when working with stop motion?
Key Lesson Vocabulary	Claymation Cut-Out Found Objects Pixelation
Assessment	Lesson Project

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Video
- Apple Online books
- Apps:
 - Notability
 - Stop Motion
 - Flipaclip
 - iMovie
 - Adobe Creative Cloud Suite
- As well as various:
 - iPads/iMacs
 - Styluses
 - Recording Equipment
 - Stop Motion Materials
 - Online Resources

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Chunk information for students with disabilities. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Translation available on iPad. ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Provide visuals as needed. ● Chunk information for students. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Supplemental videos on Schoology ● Optional enrichment activities ● Provide extension activities. ● Allow choice of project.

Unit 6

Subject: Studio

Grade Level: 6th Grade

Duration: 2 days

Key Learning: Students will understand the basic concepts behind creating a professional studio broadcast.

Unit Essential Question: What techniques can be used to create an effective studio broadcast?

Identified Standards Addressed in the Unit:

- 202-Follow safety requirements for use of hardware, software, and equipment.
- 511-Organize and manage digital files.
- 512- Utilize basic functions of web or mobile design software.
- 603-Interpret a creative or design brief.
- 609-Prepare files for output.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- There are rules and procedures behind safe practices when using computer hardware, software, and equipment.
- Explain how to organize and manage digital files.
- Explain the basic functions of web and mobile design software.
- Define the steps to the engineering design process through completing a design brief.
- Explain how to correctly prepare files for output on various applications/technologies.

Do (Competencies):

- Students will follow all of the rules and procedures while using the computer hardware, software, and equipment in the classroom/lab.
- Students will prepare files for printing and save files in appropriate formats.
- Students will proficiently use multiple web and mobile design software.
- Students will complete a design brief to help solve various design challenges.
- Correctly prepare and send files for output after designs are completed.

Unit Key vocabulary	vMix Sound Board Pre-Production Production Post-production Anchor Audio Mixer Teleprompting	Camera Operator Producer Computer Technician Graphics Script Writer A-Roll B-Roll
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Sample Unit Activating Strategy	Do Now GC Stations Google Slides Station Discussions Attention Signal
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<u>Studio</u>	
Duration	2 Days
Lesson Essential Question	Why is communication important for a successful News broadcast?
Key Lesson Vocabulary	vMix Sound Board Pre-Production Production Post-production Anchor Audio Mixer Teleprompting Camera Operator Producer Computer Technician Graphics Script Writer A-Roll B-Roll
Assessment	Students can answer the LEQ.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Video
- Apple Online books
- Apps:
 - Notability
 - Adobe Sketchbook
 - Touchcast
 - vMix
 - Teleprompter
 - Adobe Creative Cloud Suite
- As well as various:
 - iPads/iMacs
 - Styluses
 - Recording Equipment
 - Online Resources

Scaffolds and Enrichment

Struggling Learners

- Notes and Slides on Schoology
- Individual assistance during FLEX
- Supplemental videos on Schoology.
- Chunk information for students with disabilities.
- Preferential seating for students.
- Teacher check-in as needed.

Multilingual Learners

- Translation available on iPad.
- Notes and Slides on Schoology
- Individual assistance during FLEX
- Supplemental videos on Schoology.
- Provide visuals as needed.
- Chunk information for students.
- Preferential seating for students.
- Teacher check-in as needed.

Advanced Learners

- Supplemental videos on Schoology
- Optional enrichment activities
- Provide extension activities.
- Allow choice of project.

Unit 7

Subject: Sketchbook Basics

Grade Level: 6th Grade

Duration: 2 days

Key Learning: Students will understand the basic concepts behind drawing digitally.

Unit Essential Question: What techniques can be used to create an effective digital drawing?

Identified Standards Addressed in the Unit:

- 302-Draw basic geometric and organic forms showing texture and tone.
- 303-Draw line art.
- 306-Produce illustrations using various media.
- 307-Illustrate using value.
- 505- Utilize basic functions of a vector-based drawing program.
- 603-Interpret a creative or design brief.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- Define different basic geometric and organic forms such as texture and tone.
- Define different applications/technologies where line art can be created to solve design challenges.
- Define different applications/technologies where illustrations can be created.
- Define value.
- Explain the basic functions of a vector-based drawing program.
- Define the steps to the engineering design process through completing a design brief.

Do (Competencies):

- Students will use basic geometric and organic forms such as texture and tone through their designs.
- Create vector images with line art to be reproduced on multiple substrates.
- Create different illustrations across multiple applications/technologies to solve design solutions.
- Students will use value through their designs.
- Students will proficiently use a vector-based drawing program.
- Students will complete a design brief to help solve various design challenges.

Unit Vocabulary	Toolbar Brush Palette Layers Brush Puck Color Puck Draw styles Predictive Stroke Import Image Perspective Guides	Text Time Lapse Undo Redo Selection Transform Fill Guides Symmetry
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Sample Unit Activating Strategy	Do Now GC Stations Google Slides Station Discussions Attention Signal
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Sketchbook Basics																			
Duration	2 Days																		
Lesson Essential Question	Why do we need to know the difference between the different tools on sketchbook?																		
Key Lesson Vocabulary	<table border="0"> <tr> <td>Toolbar</td> <td>Predictive Stroke</td> <td>Redo</td> </tr> <tr> <td>Brush Palette</td> <td>Import Image</td> <td>Selection</td> </tr> <tr> <td>Layers</td> <td>Perspective Guides</td> <td>Transform</td> </tr> <tr> <td>Brush Puck</td> <td>Text</td> <td>Fill</td> </tr> <tr> <td>Color Puck</td> <td>Time Lapse</td> <td>Guides</td> </tr> <tr> <td>Draw styles</td> <td>Undo</td> <td>Symmetry</td> </tr> </table>	Toolbar	Predictive Stroke	Redo	Brush Palette	Import Image	Selection	Layers	Perspective Guides	Transform	Brush Puck	Text	Fill	Color Puck	Time Lapse	Guides	Draw styles	Undo	Symmetry
Toolbar	Predictive Stroke	Redo																	
Brush Palette	Import Image	Selection																	
Layers	Perspective Guides	Transform																	
Brush Puck	Text	Fill																	
Color Puck	Time Lapse	Guides																	
Draw styles	Undo	Symmetry																	
Assessment	Lesson Project																		

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Draw
- Apple Online books
- Apps:
 - Notability
 - Adobe Sketchbook
 - Adobe Creative Cloud Suite
- As well as various:
 - iPads/iMacs
 - Styluses
 - Printing Equipment
 - Online Resources

Unit 8

Subject: Principles and Elements

Grade Level: 6th Grade

Duration: 4 days

Key Learning: Students will understand the basic concepts behind the principles and elements of design.

Unit Essential Question: How are principles and elements of design used to organize and express ideas?

Identified Standards Addressed in the Unit:

- 402-Apply appropriate color schemes to generate design solutions.
- 503- Utilize basic functions of a page layout software.
- 511-Organize and manage digital files.
- 512- Utilize basic functions of web or mobile design software.
- 602-Apply elements and principles of design.
- 603-Interpret a creative or design brief.
- 604-Produce thumbnails, roughs, and comprehensive.
- 609-Prepare files for output.
- 704-Choose and apply an appropriate typeface.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- Define colors from the color wheel and apply them as color schemes to generate design solutions.
- Demonstrate the basic usage of page layout software.
- Explain how to organize and manage digital files.
- Explain the basic functions of web and mobile design software.
- Define the principles and elements of design.
- Define the steps to the engineering design process through completing a design brief.
- Define a thumbnail, rough, and comprehensive sketch.
- Explain how to correctly prepare files for output on various applications/technologies.
- Define typefaces.

Do (Competencies):

- Students will be able to use the basic color wheel and identify color schemes for their designs.
- Students will proficiently layout a page in various software.
- Students will prepare files for printing and save files in appropriate formats.
- Students will proficiently use multiple web and mobile design softwares.
- Follow the principles and elements of design when solving design problems.
- Students will complete a design brief to help solve various design challenges.
- Brainstorm using the process of thumbnails, roughs, and comprehensive sketches.

- Correctly prepare and send files for output after designs are completed.
- Correctly use typefaces when completing design solutions.

Unit Key vocabulary	Lines	Contrast
	Shapes	Unity
	Mass	Rhythm
	Color	Proportion
	Texture	Thumbnail Sketches
	Balance	Layout

Sample Unit Activating Strategy	Do Now
	GC Stations Google Slides
	Station Discussions
	Attention Signal

<u>Principles and Elements of Design</u>	
Duration	4 Days
Lesson Essential Question	What design elements can be used to achieve a desired outcome?
Key Lesson Vocabulary	Lines Shapes Mass Color Texture Balance Contrast Unity Rhythm Proportion Thumbnail Sketches Layout
Assessment	Lesson Project

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Draw
- Apple Online books
- Apps:
 - Notability
 - Canva
- As well as various:
 - iPads/iMacs
 - Styluses
 - Printing Equipment
 - Pin Making Materials
 - Online Resources

Scaffolds and Enrichment

Struggling Learners

- Notes and Slides on Schoology
- Individual assistance during FLEX
- Supplemental videos on Schoology.
- Chunk information for students with disabilities.
- Preferential seating for students.
- Teacher check-in as needed.

Multilingual Learners

- Translation available on iPad.
- Notes and Slides on Schoology
- Individual assistance during FLEX
- Supplemental videos on Schoology.
- Provide visuals as needed.
- Chunk information for students.
- Preferential seating for students.
- Teacher check-in as needed.

Advanced Learners

- Supplemental videos on Schoology
- Optional enrichment activities
- Provide extension activities.
- Allow choice of project.

Unit 9

Subject: Screen Printing

Grade Level: 6th Grade

Duration: 7 days

Key Learning: Students will understand the basic concepts behind creating screen printed designs.

Unit Essential Question: What techniques can be used to create an effective screen print?

Identified Standards Addressed in the Unit:

- 202-Follow safety requirements for use of hardware, software, and equipment.
- 203-Use and maintain hand tools following established safety protocols.
- 303-Draw line art.
- 306-Produce illustrations using various media.
- 503- Utilize basic functions of a page layout software.
- 603-Interpret a creative or design brief.
- 604-Produce thumbnails, roughs, and comprehensive.
- 609-Prepare files for output.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- There are rules and procedures behind safe practices when using computer hardware, software and equipment.
- There are rules and procedures behind safe practices when using and maintaining hand tools.
- Define different applications/technologies where line art can be created to solve design challenges.
- Define different applications/technologies where illustrations can be created.
- Explain the basic layout functions in the available applications/technologies.
- Define the steps to the engineering design process through completing a design brief.

Do (Competencies):

- Students will follow all of the rules and procedures while using the computer hardware, software, and equipment in the classroom/lab.
- Students will follow all of the rules and procedures by safely using the hand tools in the classroom/lab.
- Create vector images with line art to be reproduced on multiple substrates.
- Create different illustrations across multiple applications/technologies to solve design solutions.
- Students will proficiently lay out a page in various software.
- Students will complete a design brief to help solve various design challenges.

- Define a thumbnail, rough, and comprehensive sketch.
- Explain how to correctly prepare files for output on various applications/technologies.

- Brainstorm using the process of thumbnails, roughs, and comprehensive sketches.
- Correctly prepare and send files for output after designs are completed.

Unit Key vocabulary

Squeegee
 Frame
 Screen
 Exposure Unit
 Emulsion
 X-Acto Knife
 Cut Stencil
 Vector Image

Sample Unit Activating Strategy

Do Now
 GC Stations Google Slides
 Station Discussions
 Attention Signal

<u>Screen Printing</u>	
Duration	7 Days
Lesson Essential Question	What processes go into creating a screen printed project?
Key Lesson Vocabulary	Squeegee Frame Screen Exposure Unit Emulsion X-Acto Knife Cut Stencil Vector Image
Assessment	Lesson Project

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Draw
- Apple Online books
- Apps:
 - Notability
 - Canva
 - Adobe Sketchbook
 - Adobe Creative Cloud Suite
- As well as various:
 - iPads/iMacs
 - Styluses
 - Consumable Lab materials
 - Screen Printing Equipment
 - Online Resources

Scaffolds and Enrichment

Struggling Learners

- Notes and Slides on Schoology
- Individual assistance during FLEX
- Supplemental videos on Schoology.
- Chunk information for students with disabilities.
- Preferential seating for students.
- Teacher check-in as needed.

Multilingual Learners

- Translation available on iPad.
- Notes and Slides on Schoology
- Individual assistance during FLEX
- Supplemental videos on Schoology.
- Provide visuals as needed.
- Chunk information for students.
- Preferential seating for students.
- Teacher check-in as needed.

Advanced Learners

- Supplemental videos on Schoology
- Optional enrichment activities
- Provide extension activities.
- Allow choice of project.

Unit 10

Subject: Logo/Pin

Grade Level: 6th Grade

Duration: 4 days

Key Learning: Students will understand the basic concepts behind creating a logo.

Unit Essential Question: What techniques can be used to create an effective digital drawing?

Identified Standards Addressed in the Unit:

- 302-Draw basic geometric and organic forms showing texture and tone.
- 303-Draw line art.
- 306-Produce illustrations using various media.
- 307-Illustrate using value.
- 505- Utilize basic functions of a vector-based drawing program.
- 602-Apply elements and principles of design.
- 603-Interpret a creative or design brief.
- 604-Produce thumbnails, roughs, and comprehensive.
- 605-Design a logo.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- Define different basic geometric and organic forms such as texture and tone.
- Define different applications/technologies where line art can be created to solve design challenges.
- Define different applications/technologies where illustrations can be created.
- Define value.
- Explain the basic functions of a vector-based drawing program.
- Define the principles and elements of design.
- Define the steps to the engineering design process through completing a design brief.

Do (Competencies):

- Students will use basic geometric and organic forms such as texture and tone through their designs.
- Create vector images with line art to be reproduced on multiple substrates.
- Create different illustrations across multiple applications/technologies to solve design solutions.
- Students will use value through their designs.
- Students will proficiently use a vector-based drawing program.
- Follow the principles and elements of design when solving design problems.

- Define a thumbnail, rough, and comprehensive sketch.
- Define the purpose of a logo and explain how a logo is used.

- Students will complete a design brief to help solve various design challenges.
- Brainstorm using the process of thumbnails, roughs, and comprehensive sketches.
- Create a logo to solve a design solution.

Unit Key vocabulary

Logo
 Timeless
 Simplicity
 Unique
 Immediate Impression
 Audience
 Represents the Company
 Clear

Sample Unit Activating Strategy

Do Now
 GC Stations Google Slides
 Station Discussions
 Attention Signal

Logo	
Duration	4 Days
Lesson Essential Question	What are the elements of effective logo design?
Key Lesson Vocabulary	Logo Timeless Simplicity Unique Immediate Impression Audience Represents the Company Clear
Assessment	Lesson Project

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Draw
- Apple Online books
- Apps:
 - Notability
 - Adobe Sketchbook
 - Adobe Creative Cloud Suite
- As well as various:
 - iPads/iMacs
 - Styluses
 - Printing Equipment
 - Pin Making Materials
 - Online Resources

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Chunk information for students with disabilities. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Translation available on iPad. ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Provide visuals as needed. ● Chunk information for students. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Supplemental videos on Schoology ● Optional enrichment activities ● Provide extension activities. ● Allow choice of project.

Unit 11

Subject: Posters

Grade Level: 6th Grade

Duration: 5 days

Key Learning: Students will understand the basic concepts behind creating designs in Canva.

Unit Essential Question: What techniques can be used to create an effective Canva project?

Identified Standards Addressed in the Unit:

- 104-Apply copyright laws in communication.
- 402-Apply appropriate color schemes to generate design solutions.
- 503- Utilize basic functions of a page layout software.
- 511-Organize and manage digital files.
- 512- Utilize basic functions of web or mobile design software.
- 602-Apply elements and principles of design.
- 603-Interpret a creative or design brief.
- 604-Produce thumbnails, roughs, and comprehensive.
- 609-Prepare files for output.
- 704-Choose and apply an appropriate typeface.

Identified Eligible Content Addressed in the Unit:

Not applicable

Know (Concepts):

- Define copyright laws.
- Define colors from the color wheel and apply them as color schemes to generate design solutions.
- Demonstrate the basic usage of page layout software.
- Explain how to organize and manage digital files.
- Explain the basic functions of web and mobile design software.
- Define the principles and elements of design.
- Define the steps to the engineering design process through completing a design brief.
- Define a thumbnail, rough, and comprehensive sketch.

Do (Competencies):

- Students will complete original designs following appropriate copyright limitations.
- Students will be able to use the basic color wheel and identify color schemes for their designs.
- Students will proficiently layout a page in various software.
- Students will prepare files for printing and save files in appropriate formats.
- Students will proficiently use multiple web and mobile design software.
- Follow the principles and elements of design when solving design problems.

- Explain how to correctly prepare files for output on various applications/technologies.
- Define typefaces.

- Students will complete a design brief to help solve various design challenges.
- Brainstorm using the process of thumbnails, roughs, and comprehensive sketches.
- Correctly prepare and send files for output after designs are completed.
- Correctly use typefaces when completing design solutions.

Unit Key vocabulary Scalability
Typography

Sample Unit Activating Strategy Do Now
GC Stations Google Slides
Station Discussions
Attention Signal

<u>Posters</u>	
Duration	5 Days
Lesson Essential Question	What makes a poster eye-catching?
Key Lesson Vocabulary	Scalability Typography
Assessment	Lesson Project

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Not Applicable

Common Summative Assessment:

Not Applicable

Unit Success Criteria:

Students show their knowledge through successfully completing the design process through progress monitoring.

Resources

- Everyone Can Create:
 - Draw
- Apple Online books
- Apps:
 - Notability
 - Canva
- As well as various:
 - iPads/iMacs
 - Styluses
 - Printing Equipment
 - Online Resources

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<ul style="list-style-type: none"> ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Chunk information for students with disabilities. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Translation available on iPad. ● Notes and Slides on Schoology ● Individual assistance during FLEX ● Supplemental videos on Schoology. ● Provide visuals as needed. ● Chunk information for students. ● Preferential seating for students. ● Teacher check-in as needed. 	<ul style="list-style-type: none"> ● Supplemental videos on Schoology ● Optional enrichment activities ● Provide extension activities. ● Allow choice of project.