

Cresskill School District

9-12 Visual Art Curriculum Overview



Dr. Peter Hughes, Superintendent of Schools

Erik Roth, Director of Curriculum

Grace Chun, K-12 Supervisor of Curriculum and Instruction

Alexis Peck, K-12 Supervisor of Curriculum and Instruction

Table of Contents

[Intro to Art](#)

[Sculpture](#)

[Printmaking](#)

[Drawing & Painting](#)

[Digital Art](#)

[Advanced Digital Art](#)

[Web/App Design](#)

[Advanced Art Honors](#)

[Photography](#)

[Advanced Digital Photography](#)

[Video Production](#)

[Video Production II](#)

[Visual FX in Film](#)

[Digital Cinematography](#)

[Honors Broadcast Journalism](#)

Intro to Art		
Unit #	Unit Name	Unit Focus
Unit 1	The Language of Art	<p>Students Will Know:</p> <ul style="list-style-type: none"> • The Elements of Art are the building blocks of artworks, consisting of line, color, shape, texture, space, value, and form. • The Elements of Art can be visual metaphors for moods and feelings that have powerful associations for the artist and the viewer, and that these associations can be both personal and universal. • The Elements can be arranged according to the Principles of Art—Variety, Unity, Balance, Emphasis, Rhythm, Movement, and Harmony—to create compositions with different visual effects. • Many contemporary artists work abstractly, meaning that they are primarily concerned with the effects they can create by their use of the Elements and Principles of Art. • They can create their own abstract artworks that express the mood, pace, and structure of music through their use of the Elements and Principles of Art. • The Elements and Principles of Art can be used in both fine art and in advertising and other commercial arts. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Apply the Elements and Principles of Art into their own art. • Discuss and critique artwork using the Elements and Principles of Art
Unit 2	Visual Reactions Collage	<p>Students Will Know:</p> <ul style="list-style-type: none"> • To learn that Elements can be metaphors for moods and feelings that have powerful associations for the artist and the viewer. and that these associations can be both personal and universal. • Understand how to layout color and placement of objects to convey idea. • Learn variety of techniques, as well as textures, patterns, etc. to create visual reaction • Understand the planning process: sketch, brainstorm, experiment, practice, etc. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Create a finished collage using mixed materials • Identify Elements and Principles used and how they will convey idea within Visual Reaction

Unit 3	Introduction to Perspective Drawing	<p>Students Will Know:</p> <ul style="list-style-type: none"> Students will learn that objects that are farther away appear to: <ul style="list-style-type: none"> get smaller become less clear/lose detail approach a horizon line/vanishing point. Converging lines are those that appear to meet at a vanishing point. Circle appears to distort as it is tilted away from the viewer. When a circle is facing us, it appears to be a circle. As it is tilted, it becomes an oval shape which eventually becomes a line when the circle is tilted so that it is even with our line of sight. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Draw a horizon line and a vanishing point and use these to create a simple drawing of a box that appears to be three-dimensional. Use perspective drawing techniques to create a drawing of a circle that appears to be tilting away from the viewer's line of sight. Create drawings of familiar objects in perspective by modifying and embellishing a simple box or circle shapes.
Unit 4	Ceramics	<p>Students Will Know:</p> <ul style="list-style-type: none"> Learn the process of making a slab. Learn additive and subtractive techniques Understand sculpting a 3-dimensional form Practice creating a slab Learn additive and subtractive techniques Learn how to apply glaze <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Create a slab Demonstrate an understanding of Additive and Subtractive Techniques Understand the step by step clay process
Unit 5	Introduction to Printmaking	<p>Students Will Know:</p>

		<ul style="list-style-type: none"> ● Printmaking is a traditional skill that was used to create multiple copies of a single image. ● How to create a plate that correctly replicates an image, it must be a mirror image. ● The uses of the following tools: <ul style="list-style-type: none"> - Print plate (scratchfoam) - Bench Hook - Brayer ● How to create a transfer of an image onto a scratchfoam print plate. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Create a print plate of a word on scratchfoam. ● Ink a print plate and register an image onto paper. ● Print using more than one color on one print.
Unit 6	Introduction to Drawing from Life	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Finding a midpoint ● Method of finding a midpoint in conjunction with sighting to place the objects to be drawn in the center of the paper. ● Sighting methods to approximate proportional relationships between parts of objects to be drawn. ● Plumb and Level: determine the placement of objects in relation to each other by approximating their vertical or horizontal alignment. ● Positive and Negative Space: the shape and size of the negative space (the space around and between objects to be drawn) can be observed and used to help determine the correct positions of objects in a still-life. ● General shapes and sizes of objects are drawn first, before adding shading and details. ● Many methods used by artists to create shading, and these methods may vary according to the properties of the material to be used. ● How to modify their shading methods to render an object's texture, thereby giving their drawing more accuracy. ● Values present on an object are determined not only by light source, but also by the objects placed nearby. For instance, light reflected off of a white object will effect the values we can see on the object next to it. ● both additive (adding dark values) and subtractive methods (removing value through the use of an eraser) to create shadows. ● Drawing takes patience, trial and error, and consistent correction and adjustment. For this reason, they need to try to relax and allow that process to occur. Judging a drawing as "good" or "bad" will

		<p>only hinder the process of drawing well. The only judgements worth making are those related to the way they see an object and how well their marks are rendering what they see.</p> <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Use the sighting tools necessary to understand measurements from a still life ● Draw a successful still life using simple shapes and forms ● Use value to shade in dark, middle and light values to create the form of the objects.
Unit 7	Pop Art Painting	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Introduction to Painting--Materials Use and Color Mixing ● Three primary colors (red, yellow, and blue) can be mixed to make an infinite variety of new colors; however, the primary colors cannot be created by mixing any other two colors. ● Color Relationships ● Throughout history, artists have known that colors, like people, have certain relationships with each other when they are combined in different ways. These different relationships can create different effects and moods. ● Mixing techniques (palette knife, on-canvas, double-dipping) ● Underlying sketching technique ● Shading technique <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Create a painting using Acrylic paint. ● Understand how to mix color and blend paints

[Back to Table of Contents](#)

Sculpture		
Unit #	Unit Name	Unit Focus
Unit 1	Elements and Principles of Design	<p>Students Will Know:</p> <ul style="list-style-type: none"> • That art and design is a form of communication • That the Elements of Art are the building blocks of artworks, consisting of line, color, shape, texture, space, value, and form. • That the Principles support the Elements. The Principles consist of pattern, rhythm, movement, balance, emphasis, variety, proportion, and harmony. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Distinguish between the Elements and Principles of Art • Identify and describe the Elements of Art in artworks in both class discussion and written pieces • Create a three-dimensional object that employs the Elements and principles of design.
Unit 2	Relief Sculpture	<p>Students Will Know:</p> <ul style="list-style-type: none"> • One-Point Perspective and how it works to give the illusion of distance • That subtractive carving techniques are used to create depth through sculpture • The names and used of tools and materials • Some painting techniques used to decorate relief sculptures <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Identify relief sculptures and describe how they are different from sculpture in the round • Use tools and materials safely • Create or choose a design for their sculpture that includes one-point perspective • Create a relief sculpture from modeling foam using subtractive carving techniques • Use painting techniques to add color to their sculpture
Unit 3	Architecture	Students Will Know:

		<ul style="list-style-type: none"> Students will demonstrate an understanding of skills used by craftsmen, architects, and engineers through the building process. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Look closely at a variety of structural forms to gain knowledge of the concept. Create a sample structure, to help them understand the different support systems that are used when building
Unit 4	Introduction to Ceramics	<p>Students Will Know:</p> <ul style="list-style-type: none"> The natural formation of clay The different clay stages and process The terminology and tools used when working with clay General properties of clay and how to manipulate it <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Use correct vocabulary when referring to clay Use the tools correctly and safely Understand the process clay undergoes in the drying and firing process Create a small sculpture using clay
Unit 5	Pinch Technique	<p>Students Will Know:</p> <ul style="list-style-type: none"> How to prepare a piece of clay for pinching (sphere) The general process used when making a pinch pot How thick the walls of the pot should be (about the thickness of a pencil or more) How often one needs to add water to their work <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Create exercise pinch pot for practice Examine clay portions, size, and weight, to determine pinch pot accuracy Look closely at pattern, and sample different ways to create Additive and Subtractive patterns Attach clay demonstrating an understanding of Slip and Score technique

		<ul style="list-style-type: none"> • Apply glaze to pottery
Unit 6	Coil Tech	<p>Students Will Know:</p> <ul style="list-style-type: none"> • The origins of the Coil, and purposes behind the technique • The process of making a coil and decorative coil • Score and Slip Process • Glazing techniques <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Demonstrating how to shape and form a piece using this technique • Incorporating other techniques to add variety • Practice technique: making coils, attaching coils, and changing shape and form from coils • Include pinch aspect into their work • Glaze their work correctly
Unit 7	Slab Technique	<p>Students Will Know:</p> <ul style="list-style-type: none"> • How to identify clay objects made with the slab technique • How to make a slab with an even thickness • The slip and score technique • When clay is almost leather hard (ideal time to attach slabs) <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Demonstrate the process of making a slab • Attach slabs using the Score and Slip Process • Shape and form a piece using this technique • Incorporate other techniques to add variety • Understand Glazing techniques

[Back to Table of Contents](#)

Printmaking		
Unit #	Unit Name	Unit Focus
Unit 1	Introduction to Printmaking	<p>Students Will Know:</p> <ul style="list-style-type: none"> • The names of and general information about the most common types of printmaking. • The names for techniques, processes, and tools used in Printmaking. • The proper handling of tools such as blades, carving tools, brayers, and oil-based ink. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Identify different printmaking processes • Understand and follow safety procedures in the studio • Handle some of the tools necessary for relief printmaking
Unit 2	Relief Printmaking	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Some of the history of relief printing • How some ways of creating relief prints that differ from traditional methods by looking at examples of contemporary prints • The importance of negative space in relief printing and in drawing/shading • How scratchboard relates to printmaking, how to use scratchboard • How to use carving tools with correct technique, and will also learn how to use them safely • How to create a relief print using linoleum • The process of adding Chine Collier elements to a print • The multi-step process of reduction printing that allows for multi-colored prints. • That reduction printing creates a limited edition because at the end of the process the print plate is usually completely carved away. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Use carving tools with correct technique • Create a practice plate where they carve basic shapes from the surface • Create images by carving the negative space of a design from the surface of a piece of linoleum.

		<ul style="list-style-type: none"> • Create a finished relief print that prints in a single color. • Use a hatching technique to create the illusion of texture as well as value gradations on their printing block. • Use proper techniques to register clear prints in multiple colors.
Unit 3	Collagraphs: Relief Collagraphs and Intaglio Collagraphs	<p>Students Will Know:</p> <ul style="list-style-type: none"> • The importance of composition in art • What a focal point is and how to use the Rule of Thirds to create a pleasing composition • How to use leading lines and visual rhythm to lead the eye to a focal point • How to create a collagraph matrix using textured materials, and how to print the matrix • The difference between relief and intaglio collagraphs • How to create an intaglio matrix and how to print the matrix using a press <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Create prints that demonstrate some of the qualities of good Composition • Create a relief collagraph • Create an intaglio collagraph
Unit 4	Stenciling and Silkscreen	<p>Students Will Know:</p> <ul style="list-style-type: none"> • What a stencil is, and how to create one using a reference image • That silkscreens have been used more for commercial purposes than artistic, but new technologies have caused a decline in commercial use. Fine artists still use silkscreen for its bold look. • How to use exact-o knives safely • How to print images using a stencil • How to apply stencils to silkscreens • How to print a silkscreen using a stencil • How to create a stencil on a silkscreen using a photo silkscreen process • Set up and clean up procedures <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Cut a stencil of a word correctly and use exacto blades safely. • Print a stencil using one and multiple colors/layers. • Differentiate between commercial and fine-art silkscreens prints

		<ul style="list-style-type: none">• Create a stencil for use with silkscreen and print this stencil on paper and/or fabric.• Create a stencil using photo emulsion in a photo silkscreen process• Make prints using stencils and silkscreens• Take care of silkscreens responsibly
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[Back to Table of Contents](#)

Drawing & Painting		
Unit #	Unit Name	Unit Focus
Unit 1	Exploring Drawing Materials	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Different properties of a variety of drawing materials • Vocabulary of the Elements and Principles of Design • Alternate interpretations of the Elements and Principles of Design based on cultural and generational differences <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Recognize, describe, analyze, and interpret various design elements and principles as they are demonstrated in abstract artworks. • Analyze and interpret works of art using the vocabulary of the Elements and Principles of Design. • Make their own, unique design that makes use of one or more Principles of Art. • Use the Elements and Principles of Design to express something about themselves.
Unit 2	Contour Drawing	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Blind Contour Drawing • Modified Blind Contour Drawing • Contour Drawing of a Hand • Viewfinders and point of view • Upside-Down line drawing • Contour Line Drawing of Sneaker, or • Contour Drawing of hand with highlights and shadows using a viewfinder <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • How to make Blind Contour drawings, and why they are beneficial • How to make a Modified Blind Contour drawing • The qualities of Contour line drawings and what contour lines define • Understand the importance of a consistent viewpoint and maintain this consistency throughout the drawing process

		<ul style="list-style-type: none"> ● Create a drawing based on a picture, with and without a grid ● Recognize the difference between and create both contour line and shaded drawings
Unit 3	Shading and Rendering 3-Dimensional Forms	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● What is VALUE ● Value scales ● Value Scales using different materials (graphite, charcoal, ink) ● Shading a sphere (practice worksheet), including cast shadow and reflected light ● Shading a drawing of a 3 Dimensional object (Marshmallow drawing) <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of value by making a variety of drawings using different materials. ● Understand and create a convincing drawing of a sphere, including cast shadow, highlight, and reflected light
Unit 4	Negative Space	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● The concept of figure ground reversal and how it functions in an artwork ● The relationship between negative space and positive shapes--that the qualities of one will affect the other. ● By drawing the negative space, they will create a silhouette of positive shapes. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Use sighting, plumb and level, and their perceptions of shape to draw a negative space in correct proportions. ● Discern negative space from positive space and draw the shape of the negative space only.
Unit 5	Pencil on a Stick Drawing: New ways of using a pencil and the body to create drawings	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● That drawing is a practice that involves adjustments and corrections. ● What it means to draw "from life." (actual objects) ● That they must draw the general shape and form of an object before adding details <p>Students Will Be Able To:</p>

		<ul style="list-style-type: none"> ● Render the form of a 3 dimensional object, using shade and light to create a more effective illusion than line only ● Begin a drawing by working out the overall shape and proportion of the object before refining ● Use an eraser can be used to create the lighter planes of the object
Unit 6	Painting and Color	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● How to care for paint, brushes, palettes, and other materials used for painting. ● That the primary colors are colors that cannot be made by mixing any other two colors together. ● There can be variations of the primaries ● Colors can be divided between “warm” and “cool.” In addition, there can be warm and cool versions of each color. ● Mixing different combinations and amounts of primary colors and/or black and white can create paint in a seemingly endless array of colors. ● Different color combinations create “color relationships.” The most common of these are: Analogous, Complementary, and Monochrome <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Use the primary colors and black and white to mix any color they need ● Identify warm and cool colors and examples of the three major color relationships ● "Read" the color wheel when trying to mix colors ● Neutralize a color through their understanding of color compliments ● Recognize a color's value (lightness or darkness) ● Mix paint to match a given color ● Associate colors and color relationships with certain visual effects or moods ● Use techniques to blend colors and make a smooth gradient.
Unit 7	Watercolor Painting	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● The qualities inherent to watercolor as a medium, including transparency ● What are Wet-in-wet and wet-on-dry techniques <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Use watercolor washes to experiment and invent their own techniques

		<ul style="list-style-type: none"> • Use watercolor explorations in a collage of a landscape, thereby utilizing different effects in ways appropriate to a landscape theme • Students will be able to identify differences between the characteristics of a foreground, middle ground, and background • Students will be able to identify the differences in the style of landscape paintings from China and the West • Students will be able to apply what they have learned about watercolor to create a landscape painting from the reference picture of their choice
Unit 8	Self-Portraiture	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Self portraiture techniques • Popular subject for artists throughout history, especially recent western history • Examples of Rembrandt, Van Gogh, and Kathe Kollwitz <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Identify a variety of styles within the subject of self-portraiture, especially those of Rembrandt, Van Gogh, and Kathe Kollwitz • Measure the placement of their facial features as related to the size of the whole head and to other facial features • Render facial features using a combination of traditional measurement techniques and observation (using a mirror) • Use shading techniques to create the illusion of 3D form of the face as well as textural qualities

[Back to Table of Contents](#)

Digital Art		
Unit #	Unit Name	Unit Focus
Unit 1	Introduction to Digital Art	<p>Students Will Know:</p> <ul style="list-style-type: none"> • How art and design are a form of communication. • That the Elements of Art are the building blocks of artworks, consisting of line, color, shape, texture, space, value, and form. • That the Principles support the Elements. The Principles consist of pattern, rhythm, movement, balance, emphasis, variety, proportion, and harmony. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Distinguish between the Elements and Principles of Art • Identify and describe the Elements of Art in artworks in both class discussion and written pieces.
Unit 2	Learning Adobe Photoshop	<p>Students Will Know:</p> <ul style="list-style-type: none"> • The importance of Adobe Photoshop. • The difference between a bitmap based program and a vector based program. • The format and layout of Adobe Photoshop. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Use Photoshop format and tools • Navigate the basic to the program efficiently
Unit 3	Digital Collage	<p>Students Will Know:</p> <ul style="list-style-type: none"> • The basic tools to Adobe Photoshop software to be able to apply to their project. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Confidently create a digital collage using the tools and techniques learned

		<ul style="list-style-type: none"> Analyze other graphic works
Unit 4	Letterform	<p>Students Will Know:</p> <ul style="list-style-type: none"> The elements that go into creating a successful logo design The process of designing: brainstorm, sketch, etc. How to create a logo using Adobe Software Learn new Photoshop tools to better their design process including: shape tool, as well as pen tool <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Demonstrate an understanding of color meaning and color theory to apply to their design. Research company's needs Practice new Photoshop tools and understand them. Complete research assignment on color theory and color meaning Take Photoshop assessment before beginning the final project Create a Logo based on the company given, and/or a company chosen.
Unit 5	Learning Adobe Illustrator	<p>Students Will Know:</p> <ul style="list-style-type: none"> Why you would use Adobe Illustrator vs. Adobe Photoshop The differences between a vector image and a bitmap image The format and layout of Adobe Illustrator <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Distinguish the differences between Illustrator and Photoshop Compare and contrast vector images to bitmap images Complete Exercise 1 - Introduction to Illustrator's format
Unit 6	Brochure Design	<p>Students Will Know:</p> <ul style="list-style-type: none"> Look closely at brochure folds Look closely at Type layout and Composition Research history of a font type

		<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Create a brochure advertising a font of their choice ● Create a brochure fold ● Layout design onto prototype - learn how to measure design and transfer into Photoshop
Unit 7	Final Project: Marketing Strategies in Design	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Learn about careers in the art field: Freelance vs. Corporate ● Understand business in art through Art Licensings <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Create a successful product ● Research ● Design prototype ● Create a Tear Sheet that you would send to publishers

[Back to Table of Contents](#)

Advanced Digital Art		
Unit #	Unit Name	Unit Focus
Unit 1	Introduction to Digital Art & Review	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Research a career in the art field. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Teach the class about a career in the art field. • Put together a presentation and present the information found with confidence.
Unit 2	The Printing Process	<p>Students Will Know:</p> <ul style="list-style-type: none"> • The fundamentals of pre-production, production and publishing graphic design. • How to form an appropriate working relationship with “real world” clients. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Discuss design examples during teacher-led presentation. (production critique run by the students). • Use a print production checklist (provided by the teacher) to work in groups to double check that design work files are built properly as well as being ready for production (applying printers marks, etc...). • Mark up 1 “real-world” printed designs assigned by the teacher. • Collaboratively go over pre-press, production and publishing stages of each piece. • Create their design file digitally to implement the proper adjustments for 1 of their scenarios. • Present to class: Show the before and after and briefly discuss their findings and what they adjusted. • Apply new skills towards all future design work when ready for the printer. • Discuss examples and new production skills/techniques with class. • Work in groups on a production checklist based on example design files • Mark up 1 real world design • Adjust the file to proper printing techniques/skills learned. • Present the "before and after" to the class.

		<ul style="list-style-type: none"> • Apply their new skills towards all future designs in class
Unit 3	Practical Use of Applications	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Similarities and differences behind each program that we use: InDesign, Photoshop, Illustrator, etc. • When and how to use the proper program for a goal <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Utilize all the tools associated with each application. • Use proper techniques associated with each application. • Incorporate layout components used for print design • Incorporate proper layout components used for web design
Unit 4	Digital Portrait	<p>Students Will Know:</p> <ul style="list-style-type: none"> • How to use the pen tool, add/delete anchor points to create shapes • How to create shapes/forms, as well as light and dark values to shape and sculpt the face 2-dimensionally. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Create a digital portrait in the program Adobe Illustrator using the tools learned.. • Understand how to create form around the face using shapes and value learned.
Unit 5	Independent Exploration	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Technique learned from online tutorial. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Apply their knowledge of the technique learned to a project.
Unit 6	Final Project	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Research a career in the art field.

		<p>Students Will Be Able To:</p> <ul style="list-style-type: none">• Teach the class about a career in the art field.• Put together a presentation and present the information found with confidence.
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[Back to Table of Contents](#)

Web/App Design		
Unit #	Unit Name	Unit Focus
Unit 1	Introduction to Web Design	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Elements of a website (navigation, user-friendly, purpose, messaging, themes, etc...) • Elements of Design: color, terms, visual description: type & matrix • Successful vs. unsuccessful websites • Analyzing websites • Processes in web design • Website vocabulary including (messaging, themes, audience demographics, etc...) • Web design how it affects industry (advertising and marketing) • Color theory (web safe colors) <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Create a homepage for a website incorporating aspects of Elements in Design including color, shapes, form, balance, etc.
Unit 2	The Use of Typography	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Type as an art form. • Typography Projects- Photoshop skills • How to combine various images to make a unified aesthetic piece of digital art. (self expression) <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Create a design form from 3-4 letterforms • Use Positive and Negative space to form a balanced composition • Be proficient in basic aspects of Adobe Photoshop: Type Tools, Transformation, etc.
Unit 3	Muse Application/Layout Techniques	<p>Students Will Know:</p> <ul style="list-style-type: none"> • The importance of preplanning (sketches) your layouts • Understand the importance of theme/purpose within your designs then apply to projects. • Focusing on how to use graphics as part of your interface design.

		<ul style="list-style-type: none"> Understanding different roles in a design career and their functions within <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Plan, Design, Preview, Publish Create parent and child page structures Understand font design, sizing fonts, colors, effects, etc. Add meta data Insert graphics/text (fonts)/color application Create footers and headers Form button rollovers (states) Insert social widgets to layouts (i.e. google maps, facebook, etc...)
Unit 4	Personal Website - Organization and Development	<p>Students Will Know:</p> <ul style="list-style-type: none"> How to create a personal website about themselves, their strengths, hobbies, passions, photos, accomplishments, contact info and more through a written and visual web interpretation Legal and ethical use of downloaded images <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Pre-plan Understand the Design Process Focus on a strong purpose, theme, message, user-friendly, clear navigation and target audience
Unit 5	Non Profit Website -Organization and Development	<p>Students Will Know:</p> <ul style="list-style-type: none"> How to create a personal website about themselves, their strengths, hobbies, passions, photos, accomplishments, contact info and more through a written and visual web interpretation Legal and ethical use of downloaded images <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Pre-plan Understand the Design Process

		<ul style="list-style-type: none"> ● Focus on a strong purpose, theme, message, user-friendly, clear navigation and target audience
Unit 6	Introduction to Adobe XD	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● About UI/UX design and how it is best applied (web design, mobile app, iPad app, custom app) ● History and careers associated with UI/UX design ● Current trends in App design ● The 4 phases of Adobe XD: Design, Prototype, Preview and Share <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Navigate through the 4 different phases of XD ● Have a basic understanding of the workspace of the Adobe XD application
Unit 7	Sharing your Prototype and Exporting	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Why prototypes are created ● How to export their files and use them as prototypes <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Understand prototypes ● Explore Design mode versus Prototype mode ● Present Prototypes to the class and ideas ● Set the home screen ● Link and unlink content ● Preview links locally and on a device ● Record prototype interactions
Unit 8	Connecting Elements to your Community	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Create a visually aesthetic Prototype in digital software. ● Present all components of their App Design invention. <p>Students Will Be Able To:</p>

		<ul style="list-style-type: none">● Create a 1 page business plan for their Prototype (App design)● Sketch their Prototype● Create a Flow chart of how their Prototype works.● Create a Prototype in Adobe XD.● Present their finished business plan, sketch, flow chart and prototype of theirApp Design based on their new app designed to help others learn about their issue in the community.● Create a 1 page business plan● Create sketches of their invention● Create a Flow chart of the navigation through their invention.● Have a class critique based on student presentations and peer/teacher feedback.
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[Back to Table of Contents](#)

Advanced Art Honors		
Unit #	Unit Name	Unit Focus
Unit 1	Elements and Principles of Design	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Elements of Art • Principles of Design <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Arrange the Elements of Art to demonstrate the Principles • Use the Elements and Principles in a purposeful way so that their use helps to support their ideas. • Recognize the use of the Elements and Principles in works of art • Interpret the purpose behind an artwork through their analysis of the Elements and Principles.
Unit 2	Realism to Abstraction	<p>Students Will Know:</p> <ul style="list-style-type: none"> • What is, and is not abstract art • Why artists make abstract art • How some artists go about creating abstract art. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Identify, isolate, and describe the formal properties of objects using correct vocabulary • Differentiate abstract artwork from other types of art, and describe its formal properties • Identify the Principles of Art evident in abstract design • Create an artwork based on the formal properties of a physical object and magnification
Unit 3	Renaissance Style Painting	<p>Students Will Know:</p> <ul style="list-style-type: none"> • How to describe, generally, the Renaissance movement in art and why it is considered significant • Some of the qualities and techniques used by artists in the Renaissance period <p>Students Will Be Able To:</p>

		<ul style="list-style-type: none"> ● Recognize renaissance paintings that have been created using the glazing method. ● Use the glazing technique using modern acrylic paint ● Make new colors by layering various other colors.
Unit 4	Altered Books	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● That they can infuse meaning to an everyday object by altering its characteristics and text. ● How to use existing design elements as inspiration for a new visual idea. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Use painting, drawing, and collage techniques ● Use exact-o knives to cut their books correctly. ● Change the shape and form of a book by cutting, folding, tearing, taping, and gluing. ● Explore and experiment with a variety of collage, painting, and sculpture materials ● Use materials and processes to alter their book.
Unit 5	Exaggerated Self Portrait	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● How a viewer "participates" in an artwork and the effects of point of view: <ul style="list-style-type: none"> ○ -view from above (the viewer feels larger, making the subject appear weaker) ○ -view from below (the viewer feels smaller, making the subject appear stronger) ○ -perceived distance (the closer the viewer's perceived proximity to the subject the more intimate their experience). ○ -scale (larger artworks make a bigger statement but force distance upon the viewer, smaller artworks invite the viewer closer and feel more intimate). ● Self portraiture can be expressive as well as descriptive ● The role of facial expression--how does it function in an artwork, especially in combination with viewpoint ● Very basic methods in portrait photography <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Create and evaluate effective composition and understand some methods that artists use when composing their work. ● Create an expressive self portrait photo that provides the framework for an artwork made from a material or materials of their choice

Unit 6	Still-Life Drawing	<p>Students Will Know:</p> <ul style="list-style-type: none"> • How to identify still-life artworks from some different historical eras • How still-life can carry deeper meanings beyond representation only • That the textures, colors, and values of objects can be arranged in ways that increase visual interest • That colored objects have values (light/dark) • That drawing materials can be used to create a variety of marks, and that these marks can be used to emulate the textures of objects • Students will learn that warm colors appear to advance on a picture plane, whereas cool colors appear to recede • That colors have a hue (name), intensity (purity), and value (light/dark) • That the complement of a color is often appropriate to use as a shadow • That unity can be achieved by using similar colors and textures throughout an artwork, even if they are adjusted by mixing with other colors <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Identify a variety of successful compositional arrangements (rule of thirds) • Use sighting techniques to fit their composition within their picture plane, approximate proportional relationships, judge placements of objects, and measure angles using sighting techniques • Approximate the value of a color in relation to other colors of still-life objects, and accurately render these values using a medium in grayscale
Unit 7	Observational Drawing: Perspective	<p>Students Will Know:</p> <ul style="list-style-type: none"> • What perspective drawing is and how it works • The difference between one, two, three, and atmospheric perspective • The vocabulary associated with drawing in perspective • What sighting is and how it helps artists when drawing • How sighting works (measures proportional relationships) <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Draw in one and two point perspective • Use sighting techniques to draw

		<ul style="list-style-type: none">• Use perspective drawing techniques and sighting together to make a drawing of an area of the school's hallways• Use a material of their choice to add value and color to their hallway drawing.
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[Back to Table of Contents](#)

Photography		
Unit #	Unit Name	Unit Focus
Unit 1	The basics of cameras, Photoshop, and File Management	<p>SWK:</p> <ul style="list-style-type: none"> • How to operate a DSLR camera • How to open and edit files in Photoshop • How to save multiple file formats <p>SWBAT:</p> <ul style="list-style-type: none"> • Take photographs under different lighting conditions • Use auto and manual focus • Crop and refine the color/brightness of their images • Understand reasons for using file formats of JPG, PSD, and PNG
Unit 2	Compositional Techniques for Photography	<p>SWK:</p> <ul style="list-style-type: none"> • Common compositional techniques used in photography <p>SWBAT:</p> <ul style="list-style-type: none"> • Apply the appropriate compositional technique for different subject matter and site conditions • Critique the compositions created in class
Unit 3	Introduction to Advanced Techniques in Photography	<p>SWK:</p> <ul style="list-style-type: none"> • More advanced techniques in picture-taking and editing exist and make up the Advanced Photography curriculum <p>SWBAT:</p> <ul style="list-style-type: none"> • Merge together parts of photos taken with cameras on tripods using manual brushing on layer masks in Photoshop.

Unit 4	Introduction to Professional Photography	<p>SWK:</p> <ul style="list-style-type: none"> • Key aspects of professional photography: portfolio development, client relations, marketing • Business practices: pricing, contracts, licensing <p>SWBAT:</p> <ul style="list-style-type: none"> • Develop a professional photography portfolio • Implement business practices for pricing, contracts, and licensing
Unit 5	Post-Processing Techniques	<p>SWK:</p> <ul style="list-style-type: none"> • Basic and advanced editing tools in Adobe Lightroom and Photoshop • Techniques for enhancing, retouching, and compositing images <p>SWBAT:</p> <ul style="list-style-type: none"> • Use basic and advanced editing tools in Adobe Lightroom and Photoshop • Apply techniques for enhancing, retouching, and compositing images

[Back to Table of Contents](#)

Advanced Digital Photography		
Unit #	Unit Name	Unit Focus
Unit 1	Masking and Selections	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Various applications of layers masks • Different selection tools and their strengths/weaknesses <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Create a layer mask • Use various selection tools • Understand how to manipulate brush settings
Unit 2	Portraiture and Lighting	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Different types of portraiture • Different types of lighting <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Use studio lights to design a lighting motif • Use various compositional techniques when creating a portrait • Give a model verbal commands about posing
Unit 3	Text and Graphics in Photography	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Definition of text and graphics in photography • Importance of visual storytelling <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Create, modify, and alter vector-based text • Use various layer styles for both vector and raster graphics • Modify and mask raster-based graphics

Unit 4	Exploring Creative Vision	<p>Students Will Know:</p> <ul style="list-style-type: none">• Advanced camera settings: manual mode, aperture priority, shutter priority, and white balance.• Composition techniques: rule of thirds, leading lines, framing, and symmetry. <p>Students Will Be Able To:</p> <ul style="list-style-type: none">• Brainstorm and develop a conceptual vision for their independent projects.• Perform peer review and feedback sessions to refine and clarify concepts.
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[*Back to Table of Contents*](#)

Video Production I		
Unit #	Unit Name	Unit Focus
Unit 1	Principles of Editing	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Video editing basics <ul style="list-style-type: none"> ○ Cutting ○ Trimming ○ Fading ○ Audio levels ● Footage Logging ● Slate formats ● Use of slug as negative space ● Directional continuity basics ● Use of sound in video ● Positional continuity basics <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Create slate ● Determine in/out points ● Log footage ● Export a video (settings for compression) ● Compose an appropriate score ● Correctly compose a cohesive editing timeline
Unit 2	Video Project 1 - Basic Shot Composition	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Basic shot composition ● Rules of framing ● Camera equipment basics ● Time management skills <p>Students Will Be Able To:</p>

		<ul style="list-style-type: none"> • Correctly frame camera shots • Follow the rules of composition • Safely and effectively handle camera equipment • Effectively work in groups • Communicate with team members • Collaborate creatively
Unit 3	Video Project 2 - Camera Angles	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Basic shot composition • Rules of framing • Camera equipment basics • Time management skills • All basic camera angles <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Correctly frame camera shots • Follow the rules of composition • Safely and effectively handle camera equipment • Effectively work in groups • Communicate with team members • Collaborate creatively • Use camera angles to invoke emotion
Unit 4	Video Project 3 - Basic Camera Movement	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Basic shot composition • Rules of framing • Camera equipment basics • Time management skills <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Correctly frame camera shots • Follow the rules of composition • Safely and effectively handle camera equipment

		<ul style="list-style-type: none"> ● Effectively work in groups ● Communicate with team members ● Collaborate creatively ● Correctly execute camera movements
Unit 5	Video Project 4 - Directional Continuity	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Basic shot composition ● Rules of framing ● Camera equipment basics ● Time management skills ● Continuity principles <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Correctly frame camera shots ● Follow the rules of composition ● Safely and effectively handle camera equipment ● Effectively work in groups ● Communicate with team members ● Collaborate creatively ● Create consistent continuity <ul style="list-style-type: none"> ○ Story continuity ○ Composition continuity
Unit 6	Video Project 5 - Reverse Action Talent Direction	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Basic shot composition ● Rules of framing ● Camera equipment basics ● Time management skills ● Continuity principles <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Direct Talent ● Perform in Video

		<ul style="list-style-type: none"> Communicate group strategies
Unit 7	Video Project 6 - Silent Storytelling	<p>Students Will Know:</p> <ul style="list-style-type: none"> Basic shot composition Rules of framing Camera equipment basics Time management skills Continuity principles Scriptwriting Storyboarding Treatment creation Video Shooting Editing <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Direct Talent Perform in Video Communicate group strategies Create a compelling story without dialogue
Unit 8	Video Project 7 - Commercial	<p>Students Will Know:</p> <ul style="list-style-type: none"> Basic shot composition Rules of framing Camera equipment basics Time management skills Continuity principles Effective advertising strategies Scriptwriting Storyboarding Treatment creation Audio Recording Video Shooting Editing

		<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Direct Talent • Perform in Video • Communicate group strategies • Create a convincing persuasive argument to their audience
Unit 9	Video Project 8 - Instructional Video	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Basic shot composition • Rules of framing • Camera equipment basics • Time management skills • Continuity principles • Effective advertising strategies • Scriptwriting • Storyboarding • Treatment creation • Audio Recording • Video Shooting • Editing <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Direct Talent • Perform in Video • Communicate group strategies • Explain how to do something via a video

[Back to Table of Contents](#)

Video Production II		
Unit #	Unit Name	Unit Focus
Unit 1	Cinematography and Communication	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Shot composition • Talent direction • Lighting • Advanced editing techniques • Depth of field review • Use of macro lens for visual effect • Communication • Audience identification • Editing to sound <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Communicate effectively using video language • Use lighting to invoke emotion • Use editing to convey tone and emotion effectively • Utilize different lenses to create different visual outcomes
Unit 2	Working with Closeup	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Audio recording • Scriptwriting • Location shooting • White balance • Manual focus • Location/studio lighting • Advanced editing techniques <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Know the deep meaning behind the closeup shot

		<ul style="list-style-type: none"> • Edit an effective timeline • Communicate within boundaries and limitations • Utilize advanced video production equipment • Communicate effectively using video language • Use lighting to invoke emotion • Use editing to convey tone and emotion effectively • Utilize different lenses to create different visual outcomes
Unit 3	A Personal Profile	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Audio recording • Scriptwriting • Location shooting • White balance • Manual focus • Location/studio lighting • Advanced editing techniques • Shot composition • Talent direction • Lighting • Advanced editing techniques • Depth of field review • Use of macro lens for visual effect • Communication • Audience identification • Editing to sound <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Communicate effectively using video language • Use lighting to invoke emotion • Use editing to convey tone and emotion effectively • Utilize different lenses to create different visual outcomes • Make a subject feel comfortable on camera • Tell an interesting story • Create a cohesive production plan
Unit 4	The Public Service Announcement	<p>Students Will Know:</p>

		<ul style="list-style-type: none"> • Audio recording • Location shooting • White balance • Manual focus • Location/studio lighting • Advanced editing techniques • Shot composition • Talent direction • Lighting • Advanced editing techniques • Depth of field review • Use of macro lens for visual effect • Communication • Audience identification • Editing to sound <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Persuade viewers to make a call to action video video communication • Communicate effectively using video language • Use lighting to invoke emotion • Use editing to convey tone and emotion effectively • Utilize different lenses to create different visual outcomes • Make a subject feel comfortable on camera • Tell an interesting story • Create a cohesive production plan
Unit 5	Special Effects Scavenger Hunt	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Advanced camera movements • Retime principals • Cropping and distortion • Image masks • Chroma and luma keying • Stop motion animation • External light source and shadow • Manual camera controls (focus, exposure, color balance)

		<ul style="list-style-type: none"> ● Cutting with enhanced transitions ● Forced perspective ● White balance ● Manual focus ● Location/studio lighting ● Advanced editing techniques ● Shot composition ● Lighting ● Advanced editing techniques ● Depth of field ● Communication ● Advanced lighting techniques <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Execute complicated special video editing techniques ● Utilize difficult and creative lighting strategies ● Use lighting to invoke emotion ● Use difficult and effective camera techniques ● Utilize different lenses to create different visual outcomes ● Manage their own time wisely to complete a checklist of shots
Unit 6	Mini Movie	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Advanced camera movements ● Script writing skills ● Advanced editing techniques ● Advanced lighting techniques ● Manual camera controls (focus, exposure, color balance) ● Manual focus ● Shot composition ● Depth of field ● Communication ● Advanced storytelling techniques ● Creative solutions <p>Students Will Be Able To:</p>

		<ul style="list-style-type: none"> ● Execute complicated special video editing techniques ● Utilize difficult and creative lighting strategies ● Use lighting to invoke emotion ● Use difficult and effective camera techniques ● Utilize different lenses to create different visual outcomes ● Tell an engaging story ● Create compelling characters ● Generate plot conflict and solutions
Unit 7	Faux Movie Trailer	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● The Establishment of Story ● Cinematography Styles ● Editing Styles ● General evaluation: Describe the use of moving images to express story, themes, and emotions through the short. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Critically analyze a wide range of visual media. ● Identify core elements enhanced by sound. ● Identify the difference between diegetic and nondiegetic sound. ● Explain how music choice affects different mediums of media. ● Explain how editing styles change with different kinds of music.
Unit 8	Video to Music	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Advanced camera movements ● Editing to music ● Copyright principles ● Advanced editing techniques ● Advanced lighting techniques ● Manual camera controls (focus, exposure, color balance) ● Manual focus ● Shot composition ● Depth of field

		<ul style="list-style-type: none"> • Communication • Advanced storytelling techniques • Creative solutions <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Execute complicated special video editing techniques • Utilize difficult and creative lighting strategies • Use lighting to invoke emotion • Use difficult and effective camera techniques • Utilize different lenses to create different visual outcomes • Navigate copyright laws to select a music track • Tell an engaging story • Create compelling characters • Generate plot conflict and solutions
Unit 9	News	<p>Students Will Know:</p> <ul style="list-style-type: none"> • The Establishment of Story • Cinematography Styles • Editing Styles • General evaluation: Describe the use of moving images to express story, themes, and emotions through the short. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Understand how silence is an effective storytelling tool. • How to use visuals in exchange of sound to tell a story. • Make inferences about images and their meaning. • Derive an emotional message from visuals in media.

[Back to Table of Contents](#)

Visual FX in Film		
Unit #	Unit Name	Unit Focus
Unit 1	Getting to Know the Workflow	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Why program UI design matters • The importance of footage and material organization • Efficient workflow basics • Fundamental animation definitions • Keyframe operation • Independent software exploration skills <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Create a project & Import footage • Create a composition and arrange layers • Navigate the Adobe After Effects interface • Use the Project, Composition, and Timeline panels • Transform layer properties • Apply basic effects • Create keyframes • Preview your work • Customize the workspace • Adjust preferences related to the user interface • Find additional resources for using After Effects
Unit 2	Creating Basic Animation	<p>SWK :</p> <ul style="list-style-type: none"> • Difference between nesting and grouping • Layer properties basics • Layer transparency relationships • Why program UI design matters • Importance of importing properly • The importance of footage and material organization • Efficient workflow basics • Fundamental animation definitions

		<ul style="list-style-type: none"> ● Keyframe operation ● Independent software exploration skills <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Use Adobe Bridge to preview and import footage items ● Work with the layers of an imported Adobe Illustrator file ● Apply drop-shadow and emboss effects ● Apply a text animation preset ● Precompose layers ● Apply a dissolve transition effect ● Adjust the transparency of a layer ● Render an animation for broadcast use
Unit 3	Animating Text	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Font selection ● Visually appealing designs ● Text keyframe basics ● Parenting basics ● Difference between grouping and parenting ● Why parenting is helpful ● Layer transparency relationshipsWhy program UI design matters ● Efficient workflow basics ● Fundamental animation definitions ● Keyframe operation ● Independent software exploration skills <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Create and animate text layers ● Stylize text using the Character and Paragraph panels ● Apply and customize text animation presets ● Preview animation presets in Adobe Bridge ● Install fonts using Adobe Typekit ● Animate text using keyframes ● Animate layers using parenting

		<ul style="list-style-type: none"> • Edit and animate imported Adobe Photoshop text • Use a text animator group to animate text on a layer
Unit 4	Animating a Multimedia Presentation	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Custom shape options • Fill and stroke visual appeal • Path operation basics • Shape animation options • Layer snapping functionality • Nulls basics <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Create custom shapes • Customize a shape's fill and stroke • Use path operations to transform shapes • Animate shapes • Snap layers into alignment • Use the Create Nulls From Paths panel
Unit 5	Working with Layers	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Animation basics • Layer adjustments • Scale properties • Rotation properties • Position properties • Precomposing skills • Audio basics in After Effects <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Create a complex animation with multiple layers. • Adjust the duration of a layer. • Animate with position, scale, and rotation keyframes. • Use parenting to sync the animation of layers.

		<ul style="list-style-type: none"> • Use Bezier curves to smooth the animation of a path. • Animate a precomposed layer. • Apply effects to a solid layer. • Fade out audio.
Unit 6	Animating Layers	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Layer properties • PART - Acronym meanings • Keyframe interpolation • Layer parenting <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Create a complex animation with multiple layers. • Adjust the duration of a layer. • Animate with position, scale, and rotation keyframes. • Use parenting to sync the animation of layers. • Use Bezier curves to smooth the animation of a path. • Animate a precomposed layer. • Apply effects to a solid layer. • Fade out audio.
Unit 7	Working with Masks	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Difference between nesting and grouping • Layer properties basics • Layer transparency relationships • Importance of importing properly • The importance of footage and material organization • Efficient workflow basics • Fundamental animation definitions • Keyframe operation • Independent software exploration skills <p>Students Will Be Able To:</p>

		<ul style="list-style-type: none"> • Create a mask using the pen tool. • Change a mask's mode. • Edit a mask shape by controlling the vertices and direction handles. • Feather a mask edge. • Replace the contents of a mask shape. • Adjust the position of a layer in 3D space to blend it with the rest of the shape. • Create a reflection effect. • Modify a mask using the Mask Feather tool. • Create a vignette.
Unit 8	Distorting Objects-Puppet Tool	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Difference between nesting and grouping • Layer properties basics • Layer transparency relationshipsWhy program UI design matters • Importance of importing properly • The importance of footage and material organization • Efficient workflow basics • Fundamental animation definitions • Keyframe operation • Independent software exploration skills <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Place deform pins using the Puppet Pin tool. • Define areas of overlap using the Puppet Overlap tool. • Stiffen parts of an image using the Puppet Starch tool. • Animate the position of deform pins. • Record animation using the Puppet Sketch tool. • Animate facial expressions with Character Animator.
Unit 9	Working with Masks	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Difference between nesting and grouping • Layer properties basics • Layer transparency relationshipsWhy program UI design matters • Importance of importing properly

		<ul style="list-style-type: none"> • The importance of footage and material organization • Efficient workflow basics • Fundamental animation definitions • Keyframe operation • Independent software exploration skills <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Extract a foreground object from the background using the Roto Brush tool. • Correct the segmentation boundary across a span of frames. • Touch up a matte with the Refine Edge tool. • Freeze a matte across a clip. • Animate properties for creative effects. • Track a face in footage.
Unit 10	Performing Color Correction	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Difference between nesting and grouping • Layer properties basics • Layer transparency relationshipsWhy program UI design matters • Importance of importing properly • The importance of footage and material organization • Efficient workflow basics • Fundamental animation definitions • Keyframe operation • Independent software exploration skills <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Use a transition to move from one clip to another. • Use the levels effect to correct the color in a shot. • Use the mask tracker to track parts of a scene. • Remove an area using the Keylight effect. • Use the Auto Levels effect to remove a color cast. • Key out an area using the Color Range Effect. • Correct colors using Synthetic Aperture Color Finesse 3. • Use the CC Toner effect to create a mood.

		<ul style="list-style-type: none"> • Copy an object in the scene with the Clone Stamp tool
Unit 11	Creating Motion Graphics Templates	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Difference between nesting and grouping • Layer properties basics • Layer transparency relationshipsWhy program UI design matters • Importance of importing properly • The importance of footage and material organization • Efficient workflow basics • Fundamental animation definitions • Keyframe operation • Independent software exploration skills <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Add controls to the Essential Graphics panel. • Add controls to change a layer's position or size. • Add a control to change a layer's color. • Create a slider control to change a background image. • Export a Motion Graphics template file. • Work with a Motion Graphics template in Adobe Premier Pro.
Unit 12	Using 3D Features	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Difference between nesting and grouping • Layer properties basics • Layer transparency relationshipsWhy program UI design matters • Importance of importing properly • The importance of footage and material organization • Efficient workflow basics • Fundamental animation definitions • Keyframe operation • Independent software exploration skills <p>Students Will Be Able To:</p>

		<ul style="list-style-type: none"> • Create a 3D environment in After Effects. • Look at a 3D scene from multiple views. • Create 3D text. • Rotate and position layers along x, y, and z axes. • Animate a camera layer. • Add lights to create shadow and depth. • Extrude 3D text in After Effects. • Create a Cinema 4D layer to use in After Effects.
Unit 13	3D Camera Tracking	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Difference between nesting and grouping • Layer properties basics • Layer transparency relationships Why program UI design matters • Importance of importing properly • The importance of footage and material organization • Efficient workflow basics • Fundamental animation definitions • Keyframe operation • Independent software exploration skills <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Track footage using the 3D Camera Tracker. • Add camera and text elements to a tracked scene. • Set a ground plane and origin. • Create realistic shadows for new 3D elements. • Lock elements to planes using null objects. • Adjust camera settings to match real-world footage. • Remove rolling shutter distortions from DSLR footage.
Unit 14	Rendering and Outputting	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Difference between nesting and grouping • Layer properties basics • Layer transparency relationships Why program UI design matters • Importance of importing properly

		<ul style="list-style-type: none">● The importance of footage and material organization● Efficient workflow basics● Fundamental animation definitions● Keyframe operation● Independent software exploration skills <p>Students Will Be Able To:</p> <ul style="list-style-type: none">● Create render-settings templates for the Render Queue.● Create output-module templates for the Render Queue.● Output movies using Adobe Media Encoder.● Select the appropriate compressor for your delivery format.● Use pixel aspect ratio correction.● Output the final composition for HDTV 1080p resolution.● Produce a test version of a composition.● Create custom encoding presets in Adobe Media Encoder.● Render and output a web version of the final composition.
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[Back to Table of Contents](#)

Digital Cinematography		
Unit #	Unit Name	Unit Focus
Unit 1	Community and Production	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Shot composition • Talent direction • Lighting • Advanced editing techniques • Communication • Audience identification • Field production <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Compose a cohesive time management production schedule • Generate equipment lists for the needs of individual projects • Independently move from project proposal through full completion
Unit 2	News Package Part 1	<p>Students Will Know:</p> <ul style="list-style-type: none"> • B-roll shot composition • Reporting methodology • Lighting • Basic journalism editing techniques • Communication • Audience identification • Use of natural sound <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Explain the phases of journalism for the News Package project. • Use ambient light to the shooter's advantage. • Use an external microphone to improve sound quality. • Write for the small screen

		<ul style="list-style-type: none"> • Deliver a reporter standup - to walk or to stand.
Unit 3	Exploring Graphics and Animation	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Keyframe animation • 3D rendering • Virtual lighting • Advanced design techniques • Texture mapping • Motion capture <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Create basic animations • Render in a 3D space • Use artificial lighting • Create textures • Use motion capture
Unit 4	Fiction to Film	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Shot composition • Talent direction • Lighting • Advanced editing techniques • Communication • Audience identification • Writing <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Write their own fictional script • Storyboard their own film from a script • Execute a shooting plan from a storyboard • Accurately edit a sequence together following the rules of continuity
Unit 5	Feature Documentary	Students Will Know:

		<ul style="list-style-type: none"> • Shot composition • Talent direction • Lighting • Advanced editing techniques • Communication • Audience identification • Field production. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Identify a newsworthy story • Tell a story to an audience without bias • Independently plan, shoot, and edit a feature documentary • Use editing skill to tell a story • Use camera skills to tell a story
Unit 6	Music and Video Revisited	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Shot composition • Talent direction • Lighting • Advanced editing techniques • Communication • Audience identification • Field production. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Identify the effects different styles of music can have on video • Choose what type of music is best for their message • Use music to tell a story • Edit to music • Convey a message and meaning through music
Unit 7	Teaching Assistantship	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Shot composition

		<ul style="list-style-type: none"> • Talent direction • Lighting • Advanced editing techniques • Communication • Audience identification • Field production. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Explain theory and skills to lower level students • Serve as a mentor for lower level students • Take on responsibilities equal to the instructor • Recall skills from previous lessons and courses to inform their own decisions • Organize and maintain facility equipment
Unit 8	Poetry Interpretation	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Shot composition • Talent direction • Lighting • Advanced editing techniques • Communication • Audience identification • Field production. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Transform poetry into video • Find hidden meanings • Create meaning through visuals • Turn spoken word into visual impact • Derive meaning from abstract thought • Work with other classes to create a final product
Unit 9	Scoring Audio for Video	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Shot composition

		<ul style="list-style-type: none"> • Talent direction • Lighting • Advanced editing techniques • Communication • Audience identification • Field production. <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Transform poetry into video • Find hidden meanings • Create meaning through visuals • Turn spoken word into visual impact • Derive meaning from abstract thought • Work with other classes to create a final product
Unit 10	Specific Contest Entry	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Contest type identification • Entry selection • Qualification understanding <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Apply to enter a film festival or contest • Judge whether or not work is eligible for a film festival entry • Understand the logistics of applying for competition

[Back to Table of Contents](#)

Honors Broadcast Journalism		
Unit #	Unit Name	Unit Focus
Unit 1	Recording on Location	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Composition principles • Editing to continuity • Storyboarding + planning • Music copyright regulations • Audience Identification • Journalism editing skills • Reporting methodology • Basic lighting concepts • Use of natural sound <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Convey video and music seamlessly • Display understanding of continuity • Speak clearly on camera • Use sound as a storytelling tool • Communicate to an audience • Compose visually appealing camera shots
Unit 2	News Package Part I	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Composition principles • Editing to continuity • Storyboarding + planning • Music copyright regulations • Audience Identification • Journalism editing skills • Reporting methodology • Basic lighting concepts • Use of natural sound

		<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Convey video and music seamlessly • Display understanding of continuity • Speak clearly on camera • Use sound as a storytelling tool • Communicate to an audience • Compose visually appealing camera shots
Unit 3	Product Comparison	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Composition principles • Music copyright regulations • Audience Identification • Journalism editing skills • Reporting methodology • Reporter dialogue basics • Basic lighting concepts • Use of sound for persuasion • Fact vs opinions <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Present an unbiased argument • Convey video and music seamlessly • Display understanding of continuity • Speak clearly on camera • Use sound as a storytelling tool • Communicate to an audience • Compose visually appealing camera shots • Persuade their viewer on their opinion • Un-objectively compare and contrast based on logic
Unit 4	News Package Part 2	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Composition principles

		<ul style="list-style-type: none"> • Editing to continuity • Storyboarding + planning • Music copyright regulations • Audience Identification • Journalism editing skills • Reporting methodology • Basic lighting concepts • Use of natural sound <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Convey video and music seamlessly • Display understanding of continuity • Speak clearly on camera • Use sound as a storytelling tool • Communicate to an audience • Compose visually appealing camera shots
Unit 5	Product Comparison	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Composition principles • Editing to continuity • Storyboarding + planning • Music copyright regulations • Audience Identification • Journalism editing skills • Reporting methodology • Basic lighting concepts • Use of natural sound <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Convey video and music seamlessly • Display understanding of continuity • Speak clearly on camera • Use sound as a storytelling tool • Communicate to an audience

		<ul style="list-style-type: none"> • Compose visually appealing camera shots
Unit 6	News Package Part 3	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Composition principles • Editing to continuity • Storyboarding + planning • Music copyright regulations • Audience Identification • Journalism editing skills • Reporting methodology • Basic lighting concepts • Use of natural sound <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Convey video and music seamlessly • Display understanding of continuity • Speak clearly on camera • Use sound as a storytelling tool • Communicate to an audience • Compose visually appealing camera shots
Unit 7	News Package Part 4	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Composition principles • Editing to continuity • Storyboarding + planning • Music copyright regulations • Audience Identification • Journalism editing skills • Reporting methodology • Basic lighting concepts • Use of natural sound <p>Students Will Be Able To:</p>

		<ul style="list-style-type: none"> • Convey video and music seamlessly • Display understanding of continuity • Speak clearly on camera • Use sound as a storytelling tool • Communicate to an audience • Compose visually appealing camera shots
Unit 8	News Package Part 5	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Composition principles • Editing to continuity • Storyboarding + planning • Music copyright regulations • Audience Identification • Journalism editing skills • Reporting methodology • Basic lighting concepts • Use of natural sound <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> • Convey video and music seamlessly • Display understanding of continuity • Speak clearly on camera • Use sound as a storytelling tool • Communicate to an audience • Compose visually appealing camera shots
Unit 9	Human Interest Story Part 1	<p>Students Will Know:</p> <ul style="list-style-type: none"> • Composition principles • Editing to continuity • Storyboarding + planning • Music copyright regulations • Audience Identification • Journalism editing skills • Reporting methodology

		<ul style="list-style-type: none"> ● Basic lighting concepts ● Use of natural sound <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Identify an interesting subject ● Decide how to effectively tell a story ● Decide how to best portray a subject ● Use editing to tell a story ● Use camera techniques to tell a story
Unit 10	Human Interest Story Part 2	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Composition principles ● Editing to continuity ● Storyboarding + planning ● Music copyright regulations ● Audience Identification ● Journalism editing skills ● Reporting methodology ● Basic lighting concepts ● Use of natural sound <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Identify an interesting subject ● Decide how to effectively tell a story ● Decide how to best portray a subject ● Use editing to tell a story ● Use camera techniques to tell a story

[Back to Table of Contents](#)