

COMMUNITY UNIT SCHOOL DISTRICT 200

Commercial Art 1, 2 High School – Grades 9, 10, 11, 12 Intermediate Level – One Semester Elective

1. Subject Expectation **The students will know the language of the arts.**
State Goal 25

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
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| Critical Content | 25.A.2d | a. identify and describe the elements of 2- and 3- dimensional space, figure ground, value, and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story <ul style="list-style-type: none">• elements – recognize and identify the elements of design<ul style="list-style-type: none">– color<ul style="list-style-type: none">▪ recognize the types of color, the expressive qualities of color schemes, and aspects of color theory– line<ul style="list-style-type: none">▪ recognize types of line– space<ul style="list-style-type: none">▪ demonstrate an understanding of spatial relationships– shape/form<ul style="list-style-type: none">▪ identify types of shapes/forms– texture<ul style="list-style-type: none">▪ identify the surface quality of texture– value<ul style="list-style-type: none">▪ recognize value as a means of representing light▪ recognize the expressive qualities of value▪ identify the use of value |
| | 25.A.4 | b. analyze and evaluate the effective use of elements, principles and expressive qualities in composition/performance in dance, drama, music and visual arts <ul style="list-style-type: none">• principles – recognize and identify the principles of design<ul style="list-style-type: none">– unity/harmony<ul style="list-style-type: none">▪ identify the effective use of unity and harmony in graphic designs– repetition/pattern/rhythm |

- identify the regular repetition of elements, patterns, or movements in a design
 - contrast/variety
 - identify differences and diversities in a design
 - emphasis/dominance/focal point
 - understand methods of directing attention in graphic designs
 - balance
 - identify types of balance within a design
 - movement
 - identify elements and principles that guide the eye across a design
- 25.A.5 c. analyze and evaluate students’ and professionals’ works for how aesthetic qualities are used to convey intent, expressive ideas, and/or meaning
- identify the use of elements and principles in a student design through individual and group critiques
 - identify the expressive qualities of a student design through individual and group critiques
 - assess effectiveness of professional commercial designs in terms of visual impact, idea and intent

Essential Learning 2 (Learning Standard B)	Understand the similarities, distinctions and connections in and among the arts
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- Critical Content 25.B.5 a. understand how different art forms combine to create an interdisciplinary work
- print media
 - photography
 - product design

2. Subject Expectation (State Goal 26) **Through creating and performing, the student understands how works of art are produced.**

Essential Learning 1 (Learning Standard A)	Understand the processes, traditional tools, and modern technologies used in the arts
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- Critical Content 26.A.4e a. analyze and evaluate how tools/technologies and processes combine to convey meaning
- analyze and evaluate a variety of commercial designs

Essential Learning 2 (Learning Standard B)	Apply skills and knowledge necessary to create and perform in one or more of the arts
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- Critical Content 26.B.4d a. demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving

- 26.B.5 b. create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making
- apply basic elements and principles of design in commercial designs to effectively communicate ideas
 - apply basic elements and principles of design in commercial designs which appeal visually to multiple audiences
 - apply basic skills necessary to create successful commercial designs that correspond to their function and relevant use

3. Subject Expectation (State Goal 27) The student will understand the role of the arts in civilizations, past and present.

Essential Learning 1 (Learning Standard A)	Analyze how the arts function in history, society and everyday life
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| Critical Content | 27.A.4a | a. evaluate how consumer trends in all the arts affect the types and styles of art products |
| | 27.A.4b | b. analyze how the arts are used to inform and persuade through traditional and contemporary art forms <ul style="list-style-type: none"> • understand how design qualities can have an effect on success in the market place and the work’s function • understand how design qualities shape and reflect current styles and trends |

4. Subject Expectation (NETS 2) Social, Ethical, And Human Issues

Essential Learning 1	Students will understand the ethical, cultural, and societal issues related to technology.
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| Critical Content | a. understand and incorporate rules and practices regarding copy-written materials |
| | b. reinforce the District’s <i>Authorization For Technology Access Policy</i> |

5. Subject Expectation (NETS 3) Technology Productivity Tools

Essential Learning 1	Students will use technology tools to enhance learning, increase productivity, and promote creativity.
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- Critical Content
- a. use photography tools such as digital cameras, scanners, and photo editing software to create product
 - b. use desktop publishing tools such as page layout applications, photo editing software, digital cameras, scanners, clipart and stock images to create product

Essential Learning 2 **Students will use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.**

- Critical Content
- a. use digital photography tools and software to create a variety of photography products
 - b. use desktop publishing and image editing software to create a variety of publications such as logos, a variety of advertising media, product development and packaging, magazine cover, and storyboards

6. Subject Expectation (NETS 4) Technology Communications Tools

Essential Learning 1 **Students will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.**

- Critical Content
- a. use commercial design products such as logos, a variety of advertising media, product development and packaging, magazine cover, and storyboards to communicate information

7. Subject Expectation (NETS 5) Technology Research Tools

Essential Learning 1 **Students will use technology to locate, evaluate, and collect information from a variety of sources.**

- Critical Content
- a. locate and gather images from a variety of sources (the internet, CD-ROMS, scanned materials) for various commercial design projects
 - b. read, comprehend, evaluate and interpret information regarding commercial design from a variety of online resources
 - c. use technology to locate relevant examples of a variety of commercial designs and evaluate/critique their effectiveness in terms of design, functionality, and communication

8. Subject Expectation Technology Problem-Solving And Decision-Making Tools

(NETS 6)

Essential Learning 1	Students use technology resources for solving problems and making informed decisions.
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| Critical Content | a. use technology to solve problems of visual design
b. use technology to solve problems of functionality
c. use technology to solve problems of communication of ideas |
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Essential Learning 2	Students will employ technology in the development of strategies for solving problems in the real world.
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| Critical Content | a. employ commercial design tools to explore solutions to relevant and meaningful projects
b. implement and evaluate a proposed solution based on relevant real world industries standards |
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9. Subject Expectation (State Goal 3) **The student will write to communicate for a variety of purposes.**

Essential Learning 1 (Learning Standard C)	Communicate ideas in writing to accomplish a variety of purposes
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| Critical Content | 3.C.5a | a. communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation <ul style="list-style-type: none">• create written analysis of design elements and principles of student and professional commercial designs• create original copy that assists the effectiveness of an advertisement |
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10. Subject Expectation (State Goal 4) **The student will listen and speak effectively in a variety of situations.**

Essential Learning 1 (Learning Standard B)	Speak effectively using language appropriate to the situation and audience
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| Critical Content | 4.B.4a | a. deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organizations, clarity, vocabulary, credible and accurate supporting evidence <ul style="list-style-type: none">• create an oral presentation for their commercial design project |
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**11. Subject Expectation
(State Goal 7)**

The student will estimate, make, and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

Essential Learning 1 (Learning Standard C)	Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings
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Critical Content

7.C.4a

- a. make indirect measurements, including heights and distances, using proportions (e.g., finding the height of a tower by its shadow)
- use rulers and guides within software applications to manipulate graphics and page layouts
 - understand spatial relationships between the elements of a commercial design