

Graphic Design 1

COURSE OUTLINE - UC

DESCRIPTION:

This one-year introductory graphic design course combines graphic design theory with hands-on projects to equip students with basic professional graphic design skills and prepare students for an entry-level position and post-secondary education in design, visual, and media arts. Students will appreciate artistic expression by studying the socio-economic impact of multimedia on society and develop creativity by using digital media applications, basic language, principles, and elements of art and design techniques to create interactive products that educate, inform, and entertain. This course is based on an academically rigorous curriculum aligned to the Arts and Media CTE model curriculum standards and Common Core State writing standards. Activities in this course include work-based learning that connects students to industry and the local community.

INFORMATION:

PRE-REQUISITE: None

LENGTH: One Year

SECTOR: Arts, Media, and Entertainment

PATHWAY: Design, Visual, and Media Arts

ARTICULATED: Yes

UC A-G APPROVAL: Yes: Visual & Performing Arts (F) – Visual Arts Requirement

O*NET SOC CODES:

11-2011.00 Advertising and Promotion Managers

27-1024.00 Graphic Designers

Orientation
<ul style="list-style-type: none"> A. Introduce the course and facilities. B. Discuss the syllabus and major objectives. C. Explain applicable classroom management procedures, and any operational guidelines. D. Review instructor/student expectations. E. Explain attendance requirements and procedures. F. Review grading and student evaluation procedures. G. Discuss the work-based learning aspect of the program, if applicable. H. Discuss the “next steps” related to additional education, training, and employment. I. Review classroom safety, emergency and disaster procedures.
1. Communication Skills
<ul style="list-style-type: none"> A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite. B. Read and interpret written information and directions. C. Practice various forms of written communication appropriate to the occupation. D. Practice positive body language skills. E. Practice professional verbal skills for resolving a conflict. F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.
2. Interpersonal Skills
<ul style="list-style-type: none"> A. Demonstrate positive teamwork skills by contributing to a group effort. B. Practice the importance of diversity awareness and sensitivity in the workplace. C. Define sexual harassment in the workplace and identify the employee’s role and responsibility. D. Practice participation skills. E. Identify different personality types and demonstrate flexibility and adaptability working with diverse individuals. F. Practice business and social etiquette skills appropriate to the occupation. G. Evaluate and discuss the role of business and personal ethics in decision making based on various job-related scenarios. H. Demonstrate the use of time management skills.

3. Employability Skills
<ul style="list-style-type: none"> A. Demonstrate appropriate attendance and punctuality practices for the classroom (and worksite, if applicable). B. Prepare a resume, cover letter, and job application. C. Demonstrate interviewing techniques in seeking employment, using appropriate tone, body language and professional dress and grooming standards. D. Identify strategies for employment retention. E. Identify and analyze sources of job information, including electronic sources and the impact of social networking on employability. F. Identify the need for continuing education, professional development, and professional growth in chosen field. G. Identify appropriate procedures for leaving a job. H. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.
4. Leadership
<ul style="list-style-type: none"> A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders. B. Work with peers to promote divergent and creative perspectives. C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals. D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace. E. Employ ethical behaviors and actions that positively influence others. F. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.
5. Personal and Occupational Safety
<ul style="list-style-type: none"> A. Demonstrate procedures to be followed in case of emergencies. B. Describe and discuss the procedure for reporting a work-related hazard or injury (worker's comp), including ways to report a potential safety hazard to a supervisor. C. Identify and discuss cyber ethics, cyber safety, and cyber security. D. Apply personal safety practices to and from the job. E. Recognize the effects of substance abuse in the workplace. F. Explain the importance of CAL-OSHA in the industry.
6. File Management and Color Composition
<ul style="list-style-type: none"> A. Explain file naming and organization practices. B. Explore different file types, formats, and explain when to use which. C. Identify and list image sources (e.g., clipart, illustrations, stock photography, scanning, and digital photography).

- D. Explain how image file compression can affect quality and download time.
- E. Compare and contrast the differences between print and digital products.
- F. Create a variety of image documents and select the appropriate color and settings for various design purposes.
- G. Research various file formats, image resolution, image size, and color modes.
- H. Demonstrate a working knowledge of various file formats, resolution settings, and color modes.
- I. Open a new image document and create a design using the appropriate image settings for a print or web document.

7. Foundations of Design

- A. Research examples of artwork that incorporate the elements of art and principles of design.
- B. Analyze and evaluate types of design, media selection, and visual communication concepts such as composition, layout, and color theory.
- C. Define Element of Art and Principles of Design.
- D. Find and collect examples of artwork using Foundations of Design.
- E. Organize information in a visually striking way.
- F. Find examples of good and bad Foundations of Design with an emphasis on organization, composition, layout, and color theory.

8. Typography

- A. Define basic typography vocabulary.
- B. Apply the typography terms when analyzing and discussing a variety of typography designs.
- C. Research and discuss how the printed word was previously created through typesetting techniques.
- D. Explore how typography is used to influence and communicate a specific message to a target audience.
- E. Compare and contrast different type styles.
- F. Compare and contrast raster versus vector images and describe their uses.
- G. Explain type anatomy including x-height, cap height, baseline, ascender, descender, bowl, serif, stem, ligature, terminal, and spine.
- H. Distinguish between font families and typefaces.
- I. Explain type categories including Serif, Sans Serif, Slab Serif, Blackletter, Modern, Roman, Old Style, Transitional, Humanist Sans, and Geometric Sans.
- J. Explain and identify tracking, leading, and kerning.
- K. Design artwork that primarily consists of letterforms or words to represent line, shape, and form.

9. Universal Principles of Design

- A. Explain the importance of unity/harmony in creating a unified design.
- B. Identify and practice the methods of unity/harmony, including perspective, similarity, continuation, repetition, and rhythm.
- C. Define balance as it relates to design.
- D. Identify and practice the types of balance, including symmetrical, asymmetrical, radial, and mosaic.

- E. Demonstrate the use of hierarchy.
- F. Utilize scale/proportion to draw attention to a specific focal point.
- G. Define dominance/emphasis and explain how it is created within design.
- H. Explain the use of similarity and contrast to make a focal point visible.
- I. Illustrate how contrast can be created through space, position, form, direction, structure, size, color, texture, density, and gravity.
- J. Identify how color relates to emotion.
- K. Use positive and negative space, white space and juxtaposition concepts.

10. Image Production and Concepts

- A. Utilize the raster graphics imaging software to acquire (import), edit, retouch, and color correct digital photographs.
- B. Utilize software tools, panels, filters, layer styles, character options, adjustments, and blending modes to create and manipulate digital illustrations.
- C. Examine the power software tools have in creating and/or changing the message an image represents.

11. Vector Image Production

- A. Discuss how the history of illustration has changed over time as it pertains to identity and company branding.
- B. Utilize vector graphics imaging software.
- C. Use software tools, panels, effects, character options, and drawing tools to create illustrations.
- D. Create and edit basic shapes to produce art boards/pages.
- E. Create straight lines and curved (bezier) lines.
- F. Convert curved points to corner points, splitting a path.
- G. Create freehand shapes on demand using a pen tool.
- H. Create different types of lines and closed shapes from a single path.

12. Major Art Movements

- A. Research the work of artists (such as Mucha and Beardsley) and a variety of graphic design movements.
- B. Compare and contrast the styles and analyze how the distinctive styles contributed to the graphic design movements.
- C. Digitally emulate various works of artists using current industry design software.
- D. Describe how its use influences the meaning of the work.
- E. Present the historical significance and cultural importance of a selected art movement using a variety of multimedia.

13. Logo Design and Branding

- A. Research the logo industry and discuss the principles of logo design, logo gestalt, and typography.

- B. Explain stenciling techniques from early man through French Pochoir to present day.
- C. Design a logo or word mark identity for a company.
- D. Discuss business systems and identity design.
- E. Explain the importance of positioning a product to distinguish it from the competition.
- F. Describe common positioning strategies.
- G. Explain the importance of competition in a market economy.
- H. Design a logo/word mark identity for a company.
- I. Explore the steps in the set-up and production process.
- J. Prepare a design for print.
- K. Create an advertisement (either print or web) for a product.

14. Professional Portfolio / Art Exhibit

- A. Create a professional digital portfolio reflecting employability skills in the relevant industry to include an “About Me” page.
- B. Develop a personal logo, design a letterhead, and create business cards.
- C. Demonstrate knowledge of competencies by accompanying each selected document or work with a journal entry or summary.
- D. Write a brief resume and cover letter to be included in portfolio.
- E. Develop interviewing techniques using portfolio materials.
- F. Display portfolio materials for critique by a professional panel (industry partners and classmates).
- G. Gather feedback and update portfolio.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS/CA VACS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1 3 14	2 3	2 3		LS 11-12.6 SLS 11-12.2
2. Analyze various artwork that incorporate each element and principle of design. Create an 8.5" x 11" poster using industry standard graphics software. Provide peer feedback and review.	1 2 6-9	2 10	2	A1.0	LS 11-12.5 VA 1.1 VA 1.4 VA 5.4
3. Produce an 800x600 pixel words poster in digital and print formats, to demonstrate knowledge of typography, layout, and print. Poster will include, at least 20 words, different fonts, different font sizes, at least 3 different font colors, and at least 2 focus words that highlight what the poster is about. Students present why they chose their topic and outline the steps they used to create the final printed product.	1 6-8	2 10	2	A1.0	LS 11-12.5 VA 2.1 VA 2.3 VA 5.4
4. Create an identity package (company logo, business card, letterhead, and envelope) for a fictitious company. Identify a target audience, key message, and desired customer perception of the company. Write a client profile, research companies that offer similar products or services, and analyze those designs.	1A 2J 6-8 13-14	2 11	2 5	A1.0 A2.0 A4.0	WHSST 11-12.1 VA 2.1 VA 2.3 VA 5.4

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
5. Produce an image that has altered the historical significance of another image to reflect a new meaning. Describe the process of how it was created and what the new meaning of the image is.	1 2 6-7 10	2 10 11	2 4	A1.0 A3.0	LS 11-12.5 VA 4.1 VA 4.2 VA 5.4
6. Produce three art boards/pages for a fictitious technical manual. Use a variety of tools and panels to demonstrate growing familiarity of combining shapes and aligning them for a professional looking product.	7 11	4	4	A1.0 A2.0	VA 2.1 VA 2.3 VA 5.4
7. Select a major art movement to research and analyze. Write an essay about the major artists, historical significance, and cultural importance of their selected art movement. Create a PowerPoint presentation with example images from artists, historical timelines, and sample student work emulating the artist's style.	1 4 12	2 11	2	A3.0	LS 11-12.5 WHSST 11-12.2 WHSST 11-12.7 VA 3.1 VA 3.3 VA 5.2
8. Create an original branding campaign for an existing brand/product. Using presentation software, explain and defend design decisions and how they communicate the intended message.	1 6-8 10 13	2 10 11	2 5	A1.0 A2.0 A4.0	LS 11-12.6 VA 2.1 VA 2.3 VA 4.3 VA 5.4
9. Using industry-standard software, design and produce a product package and advertisement. Critique and discuss each other's work as a class.	1 2 9-11	2 10	2 5	A1.0 A2.0	LS 11-12.5 VA 2.1 VA 2.3 VA 4.3 VA 5.4

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
10. In collaborative groups, create a graphics package for a local non-profit organization. Present the graphics package to the non-profit.	1 2 4 10-11	2 9 10	2 9 5	A1.0 A2.0 A4.0	LS 11-12.6 WHSST 11-12.4 VA 1.1 VA 2.1 VA 2.3 VA 5.4
11. Build a personal brand and professional e-portfolio to send to interviewers.	14	3 4	3	A5.0	VA 2.2 VA 5.4

Standards Assessed in this Program

Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

Anchor Standards

2.0 Communications

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking

- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

Arts, Media, and Entertainment – Design, Visual, and Media Arts Pathway

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.

A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.

A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

LS 11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LS 11-12.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

LS 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening Standards

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

WHSST 11-12.1: Write arguments focused on discipline-specific content.

WHSST 11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHSST 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

WHSST 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Visual Arts Content Standards (9-12 Proficient)

Artistic Perception

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Creative Expression

- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).

Historical and Cultural Context

- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

Aesthetic Valuing

- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

Connections, Relationships, Applications

- 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.
- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthete).