

Commercial Art 1 Overview

Content Area: **Art**
Course(s): **COMMERCIAL ART**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

Students are made aware of the varied occupations and careers that comprise the commercial art field through projects that emphasize visual communications. Basic and advanced activities along with layout principles are introduced and explored through Adobe Illustrator, Photoshop and digital tablets. The course highlights the importance of visually exploring and discussing the creative process through skill development and critique. Students will complete hand rendering with the aid of digital pads and computer based projects, which include; layout and lettering design, corporate and personal logos, posters, invitations, CD cover, cereal box cover, soda cans, business cards, and possible contests for meeting the needs of the client.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics		8. Technology Literacy	S		

Textbooks and other resources

COURSE RESOURCES

Mac Computers
Digital Cameras

Adobe Illustrator/ Photoshop

Digital Projector

Standards

1. To familiarize students with the variety of jobs which exist in art and related fields 1.1.5.D.1 (M).
2. To introduce students to current styles and trends within visual communication 1.3.2.D.3 (M).
3. To provide students with the professional materials employed by the commercial artist in order to experience the use of tools and techniques appropriate to the field 1.3.P.D.1 (M).
4. To guide students through the professional creative working process 1.4.5.B.4 (M).
5. To demonstrate procedures employed in the professional presentation of artwork through Digital tablets, Mac Adobe Illustrator and Photoshop programs 1.4.12.B.2 (M).
6. To provide experiences for students to become involved in working on “real world projects”, cover designs, posters, and invitations 1.4.12.B.3 (M).
7. To provide students with opportunities to apply their knowledge of the principles of design and elements of art to commercial visual communication 1.4.8.A.7 (M).

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Prof Ass
Unit 1 <u>Layout and Design Process: Logo/Symbol</u> Students will look at examples of company logo and symbol's. They will understand that most companies use symbols as a focal point or attention grabber in advertisement. They will decipher what principles of design are used in that company's logo and then create their own symbol. Principles of line, shape, color, and size are all stressed.	1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.2 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.A.4 (M)	1, 2	3 weeks	Con asso Stuc Tim
Unit 2 <u>Elements of Corporate Identity</u> Class discussion of color theory and schemes are stressed. Students	1.1.12.D.1 (M)	1, 2	3 weeks	Con asso

will look at examples of professional company layout advertisements. They will understand that companies use hierarchy of text, shapes and color to create an appealing layout. They will decipher what principles of design are used in professional layouts and then manipulate multiple images to influence ones psyche. Principles of line, shape and color are all stressed.	1.1.12.D.2 (M) 1.2.12.A.2 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.3.12.D.5 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.A.4 (M)			Stuc Tim
<u>Unit 3 Global Reach out: Invitation/ Business Card</u> Students will further develop their skills in Adobe Illustrator and Photoshop and create an invitation for importance that directly impacts the world. Principles of line, shape, color, and size are all stressed.	1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.2 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.3.12.D.4 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.B.2 (M)	1, 2	4 weeks	Con asso Stuc Tim
<u>Unit 4 Poster and 3-D Soda can</u> Students will work more intently on personal drawings with the aid of digital tablets to develop and create a poster that advertises a special event that they are interested in. Students will look at examples of professional posters. Principles of layout, space and texture are all stressed.	1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.2 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.A.4 (M) 1.4.12.B.1 (M) 1.4.12.B.3 (M)	1, 2	4 weeks	Con asso Stuc Tim
<u>Unit 5 CD and Cereal Box</u>	1.1.12.D.1 (M)	1, 2	5 weeks	Con

Students will create a totally original cereal and CD booklet with all aspects of design and art principals.	1.1.12.D.2 (M)			asso
	1.2.12.A.1 (M)			
	1.2.12.A.2 (M)			Stuc
	1.3.12.D.2 (M)			
	1.3.12.D.3 (M)			Tim
	1.4.12.A.1 (M)			
	1.4.12.A.2 (M)			
	1.4.12.A.4 (M)			
	1.4.12.B.1 (M)			
	1.4.12.B.2 (M)			
	1.4.12.B.3 (M)			

VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Grading and Evaluation Guidelines

GRADING PROCEDURES

40%- Finished Projects:

Students will be graded based on a scoring rubric. The rubric establishes the criteria for grading and allows the student to see what is expected from the beginning of the project.

10%- Homework:

Students will be required to complete homework assignments based on the project in progress. This could be in the form of “Rough” idea thumbnails, gathering visual references, or other project specific criteria.

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25%- Exercises:

With each new project, there is an exercise that allows students to explore techniques and design. These exercises are completed before projects are begun and after practices. Exercises reinforce skills used to complete the project on the computer.

15%- Assessment:

At the completion of each project there will be some form of assessment used to test the students understanding of concepts and techniques. These can be in the form of rubrics, critique and digital do-nows.

10%- Class Performance:

Doing the right thing in an art class is as important as project outcome. This is a production studio where students should feel free to express themselves through their work while maintaining a positive and productive atmosphere. Students will be graded based on time on task as well as their productivity on a weekly and daily basis.

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient

C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In Commercial Art the goal is that a minimum of 96% of the pupil's will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students, at all levels of proficiency, on Unit Assessments, Marking Period Grades, Mid-term and Final Exams and Final Course Grades. Final Course Grades will be analyzed for the achievement of sub-groups as well as the class as a whole. As a result of the outcome analysis decisions will be made concerning the need for modifications to the course content and/or instructional methodology.

Other Details

SCED 1250 - Commercial Art

Projected Number of Students	School #’s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
96	050	A	S	10-12	2.50	210	E	11/18/2004