Graphic Design Overview

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

Course Overview

Basic design activities and layout principles are introduced and explored. Introducing students to Adobe Illustrator and Photoshop programs develops technical processes and methods employed in design and production. The course will foster the importance of visually exploring and discussing the creative process through skill development and technique. Students will complete computer and hand generated projects that explore the world of design and the designer such as logos, lettering design, brochures, posters and graphics.

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. 21st Century Life and Career Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics	S	8. Educational Technology	S		

Textbooks and other resources

COURSE RESOURCES

Student instructional manual

Technology resources

Principles and elements of design posters

Projector demonstration

Internet resources

Standards

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1- **Concepts of Design** - Introduction to Commercial Art, History of Advertising and Adobe Illustrator foundations; layout concepts; color scheme and theory; special effects; principles of design and composition. History of logo design and applications. Student logo design through applied technology.	1.1.8.D.1 (M) 1.1.8.D.2 (M) 1.2.8.A.1 (M) 1.2.8.A.2 (M) 1.2.8.A.3 (M) 1.3.8.D.1 (M) 1.3.8.D.2 (M) 1.3.8.D.4 (M) 1.3.8.D.6 (M) 1.4.8.A.1 (M) 1.4.8.A.2 (M) 1.4.8.A.3(M) 1.4.8.A.4 (M) 1.4.8.A.5 (M) 1.4.8.A.7 (M) 1.4.8.B.1 (M) 1.4.8.B.2 (M) *3.MD.4 (ADV)* *8.1.8.A.5 (D)* *8.1.8.D.1 (D)*	MP-1	12 Weeks	Completed exercises and projects in association with rubrics. Student progress, time on task.

	8.2.8.B.1 (D)			
	CRP.K-12.CRP1 (D)			
	CRP.K-12.CRP2 (D)			
	CRP.K-12.CRP4 (D)			
	CRP.K-12.CRP9 (D)			
	CRP.K-12.CRP11 (D)			
	9.2.8.B.2 (D)			
Unit 2- **Commercial Communication Techniques** - Learning to separate images in Photoshop; using a dual work platform [Adobe Photoshop/Adobe Illustrator]. Develop business identity and logotype, creation of print advertisement, using layout principles, arrange graphics and text to visually communicate message to specific target audience.	1.1.8.D.1 (M) 1.2.8.A.3 (M) 1.3.8.D.1 (M) 1.3.8.D.2 (M) 1.3.8.D.4 (M) 1.3.8.D.6 (M) 1.4.8.A.1 (M) 1.4.8.A.5 (M) 1.4.8.A.7 (M) 1.4.8.B.1 (M) 1.4.8.B.2 (M) *3.MD.4 (A)* *8.1.8.A.5 (D)* *8.1.8.D.1 (D)* *8.2.8.B.1 (D)* *CRP.K-12.CRP1 (D)* *CRP.K-*	MP-2	3 weeks	Completed exercises and projects in association with rubrics. Student progress, time on task.

	12.CRP2 (D) CRP.K-12.CRP4 (D) CRP.K-12.CRP9 (D) CRP.K-12.CRP11 (D)			
Unit 3- **Biographic Communications** - Create **Artistic Self-Portrait** collage working with layers in Photoshop; separating images, applying photo-filters to self-portraits; graphically and poetically express self; applying the principles of design to complete finished composition. Create **3 Hopes and Dreams** compositions using Photoshop techniques to create clean silhouette of themselves, adjust color, size and arrange to create realistic scenes that visually represent their hopes and dreams. Create **Bio-Poem i-Movie**; using i-Photo, i-Tunes, i-Movie, i-DVD and Adobe Photoshop programs that visually communicates a story of their past, present and future hopes and dreams. -	1.1.8.D.1 (M) 1.3.8.D.1 (M) 1.3.8.D.2 (M) 1.3.8.D.3 (M) 1.3.8.D.4 (M) 1.3.8.D.5 (M) 1.3.8.D.6 (M) 1.4.8.A.5 (M) 1.4.8.A.7 (M) 1.4.8.B.1 (M) 1.4.8.B.2 (M) 1.4.8.B.3 (M) 3.MD.4 (A) 8.1.8.A.5 (D) 8.1.8.D.1 (D) 8.2.8.B.1 (D) CRP.K-12.CRP1 (D) CRP.K-12.CRP2 (D) CRP.K-12.CRP4 (D) CRP.K-12.CRP9 (D)	MP-2	6 weeks	Completed exercises and projects in association with rubrics. Student progress, time on task.

		CRP.K-12.CRP11 (D)				

MA.3.MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
VPA.1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
TECH.8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.2.8.B.1	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.

Grading and Evaluation Guidelines

GRADING PROCEDURES

50%- 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.

15%- Exercises:

With each new project or medium, 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 or by hand.

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 quizzes.

10%- Behavior:

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 Graphic Design and Visual Communication the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLS set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

#2261 Graphic Design/Visual Communication (Churchill Junior HS)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
120	055	A	S	08-09	2.50	210	E	04/21/1986