

Unit 1: Intro to Adobe Illustrator

Content Area: **Art**
Course(s): **Graphic Design I**
Time Period: **6 weeks**
Length: **One**
Status: **Published**

Unit Overview

Graphic Design 1 gives a college introductory background into commercial graphics. It is essential to examine the elements & principles of design, which encompasses every design, artistic creativity, and appreciation in the arts. The students would then move to Adobe Illustrator Software where they are introduced and guided hands-on, in acquiring the skills and techniques relevant for creative and analytical process. Aspects such as the New Document Dialogue Box, Opening and setting up a document, discussing the various Tools & Palettes, and examining the Menus & other relevant Palettes should be discussed.

Transfer

The students should be able to apply the various principles and elements of design to their creative process and use them in Adobe Illustrator.

It is evident that these learning experiences would be applied in both analytical and creative thinking targets for adequate achievable learning results.

Meaning

Understandings

Setting Up Document & Orientation, Negative & Positive Space, Navigational Tools, Drawing Shapes, Applying Colors: Grayscale, Color Well, CMYK & Color Palettes, Different types of Pen Tools, Different Types of Type Tools & Type Palette/Fonts, Allignment, Symmetry & Asymmetry, & Transformation Tools.

The students should be to perceive the effect of size, alignments and color to achieve effects for both depth and perspective, and basic fonts and its impact to convey a message.

Essential Questions

1. What is the relevance of Adobe Illustrator in the Design Industry?
2. Which of these two platforms is great for graphics? PC Or Mac
3. Is the job market great for students studying graphic design
4. How to experiment with form and color to create dimensional objects.
5. What makes some students projects better than others?

Application of Knowledge and Skill

Students will be in the position to utilize all of the contents discussed and try to apply it visually in the creative design process.

Students will know...

Students will know...and they would be able to recall the following: Setting Up Document & Orientation, Negative & Positive Space, Navigational Tools, Drawing Shapes, Applying Colors: Grayscale, Color Well, CMYK & Color Palettes, Different types of Pen Tools, Different Types of Type Tools & Type Palette/Fonts, Allignment, Symetry & Asymetry, & Transformation Tools. The students should be to perceive the effect of size and allignments, color to achive effects for both depth and perspective, and basic fonts and its impact to convey a message.

The students would also be acquainted with the graphic design vocabularies and jargons to equip them to speak and articulate their thoughts like professionals in the field.

Students will be skilled at...

Students will be skilled at Setting Up Document & Orientation, Negative & Positive Space, Navigational Tools, Drawing Shapes, Applying Colors: Grayscale, Color Well, CMYK & Color Palettes, Different types of Pen Tools, Different Types of Type Tools & Type Palette/Fonts, Allignment, Symetry & Asymetry, & Transformation Tools.

Academic Vocabulary

EXAMPLES OF GRAPHIC DESIGN VOCABULARIES/JARGONS RELEVANT IN TEACHING THE ADOBE ILLUSTRATOR SOFTWARE THAT STUDENTS SHOULD KNOW.

Selection Tool: black arrow that will select the wholes or grouped objects

Direct Selection Tool: white arrow that will select individual objects in a group or anchor points

Filter: A special effect applied to a digital image. Many filters mimic the effect of special camera lenses

Art Board: Printable portion of the work area, where illustrations can be finalized

Picas: measurement system used in graphic programs, there are six of these in an inch

Guides: Nonprinting lines that can be used to create boundaries or guidelines in a drawing

Point: measurement system used in graphic design; 1/72nd of an inch

Workspace: a saved set of panel arrangements and tool settings

Anchor Point: a point on a path that indicates a change of direction

Bounding Box: a temporary frame around a selected object that shows the object's outer dimensions

Constrain: to force an object to take certain form

Corner Point: an anchor point where a path changes direction in an angle rather than smoothly

Path: The line that forms the shape of an object

Smooth Point: an anchor point that connects path segment in a smooth curve

Fill: characteristics of the inner area of an object, such as the color, pattern, style, etc., inside an object

Stroke: characteristics of the outline of an object, such as its weight, color, style, etc.

Marquee: rectangle drawn around an object with a tool to select an area

Gradient: a graduated blend of colors used as a fill; can be linear (flat) or radial (round)

Opacity: solidity of an object, the opposite of transparency

Scaling: resizing an object horizontally, vertically, or proportionally in both directions to a percentage of its original size

Bezier Curve: a mathematically generated curve that has two endpoints and control points to specify

curve direction

Directional Line: line extending from anchor point that shows the direction of a curve

Layer: a single level in the stacking order that can hold any number of objects

Template: object that is dimmed and unavailable for modification but can be used as a guide for creating objects

Paste Board: the area surrounding the art board on the computer screen; depending on the magnification or view , it may or may not be visible

Interface: a system that is used for operating a computer: a system that controls the way information is shown to a computer user and the way the user is able to work with the computer

Vector: a quantity that has magnitude and direction and that is commonly represented by a directed line segment whose length represents the magnitude and whose orientation in space represents the direction; *broadly:* an element of a vector space

Learning Goal

The Students will be able to:

Independently create a drawing of a city using basic shapes, tools and functions in Illustrator, but exceeds expectations through the use of advanced skills, creativity and/or additions to the project. Students can choose and identify appropriate tools, colors and shapes for the city, explain those choices and combine them together to create a drawing.

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.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
VPA.1.3.12.A.CS2	Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.4.12.A	Aesthetic Responses
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.

Target 1-- Level 1 Retrieval

1. Learning and applying the elements & principles of design in the Adobe Application during the creative process.
 2. Working & experimenting with the drawing tools and other creative tools in Adobe Illustrator.
 3. Launching the Adobe Illustrator Software & discussing the "New Document Dialogue Box"
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VPA.1.4.12.A	Aesthetic Responses
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.

Target 2-- Level 2 Comprehension

1. Applying creativity and experimenting using the drawing shapes.
 2. Handling the negative and positive space of the design canvas in Adobe Illustrator with Drawing Shapes and later, Bitmap/Rasterized & Vector Images
 3. Examining Symmetry & Asymmetry in the design elements.
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VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
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.

Target 3-- Analysis

1. Critiquing designs visually. Is the design visually pleasing or are there problems.
2. What are the problems in the design? Is it placement, alignment or color?

VPA.1.3.12.D.CS1

How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Target 4-- Knowledge Utilization

1. Make critical, analytical and creative decisions based on visual challenges to enhance design.
 2. Examine the effect of the applicable decisions made and the enhance effect compared to the previous creative result achieved.
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VPA.1.3.12.A.CS2

Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.

Summative Assessment

1. Various Drawing Shapes & City Projects.
2. Critique, listening, speaking skills with relative jargons specific to tools and color acquisition.
3. Reflection on outstanding projects and setting the bar for higher expectations.

21st Century Life and Careers

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.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Formative Assessment and Performance Opportunities

1. In-class listening & recalling activities.
2. Class participation.
3. Applying Creative & Critical experiences in the learning activities.
4. Digital assessments with accompanying assignments.
5. Online Research & References.
6. Think/Pair/Group Discussion.
7. Teacher-directed Q and A.
8. Teacher observation.
9. Additional practice activities.
10. Critique

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

Unit Resources

RESOURCES:

Print and textbookS

Additional related online websites