

Graphic Design. 1 The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.

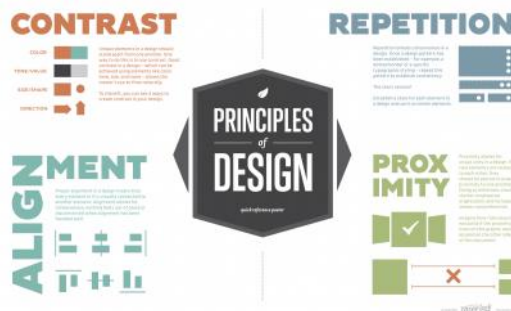
Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1 A, B, C, E, I, J, K</p> <p>Objectives:</p> <p>1. Apply the elements and principles of design.</p> <p>2. List the principles of graphic design.</p> <p>3. Compare and contrast the elements and principles of design to the principles of graphic design.</p> <p>4. Select and manipulate typography to convey a specific meaning or message.</p> <p>5. Appropriately use all tools and technology when creating a graphic work of art.</p> <p>6. Create a product portfolio for an imaginary client.</p> <p>7. Create and maintain their own graphic design website.</p>	<p>1. Create a "pitch" to present the product portfolio to a panel of clients. Clients will provide feedback to the designer using a rubric.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> Graphic art is an art form that combines images, words, and ideas to communicate a message. Know that graphic art principles include proximity, alignment, contrast, repetition, and white space. Graphic artists learn, study, refine, and practice both technological skills as well as drafting skills. Graphic artists rely heavily on mastery of the elements and principles of design. Typography (size, color, and style of lettering) can be selected and manipulated to convey a specific meaning. <p>Competencies (Do):</p> <ul style="list-style-type: none"> Learn, study, refine, and practice the use of traditional and nontraditional tools to solve graphic problems. Apply current technology and elements and principles of design to investigate, create, communicate, and produce graphic works of art. Explore and experiment with a variety of technology tools to achieve a desired effect. Maintain and appropriately store all tools and materials. Design and maintain a product portfolio. 	<ul style="list-style-type: none"> Graphic Art Elements of Design Principles of Design Principles of Graphic Design <ul style="list-style-type: none"> Contrast Alignment Proximity Repetition White Space Typography Product Portfolio Letterhead 	<p>Learning Task:</p> <p>The students will be encouraged to select a topic of interest, create an imaginary client for the topic, and a product portfolio for the client.</p> <p>Essential Question:</p> <p>How does effective graphic design influence the consumer?</p>

Materials and Resources

Adobe Creative Cloud (designated lab space with computer access for individual students)
wordpress.com (davidtmiller) - digital portfolio
Teacher computer, internet access, projector
rulers, compass, t-square, drawing pencils, colored pencils, markers, drawing paper, Adobe Photoshop, Adobe Illustrator

Online Resources

[Adobe How To Videos & PDF's](#)
[7 Awesome Website tools for students](#)
[University of Washington Web Design & Development lessons](#)



Graphic Design. 2 Artists use tools and resources, as well as their own experiences and skills, to create art.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1 A, C, E, J, K</p> <p>Objectives:</p> <p>1. Define copyright and trademark and how they related to graphic design.</p> <p>2. Compare and contrast copyright and trademark and give examples.</p> <p>3. Properly cite copyrighted or trademarked materials when using them in a work of art.</p> <p>4. Apply their own experiences and self-generated resources to create graphic imagery.</p> <p>5. Select and identify content from a variety of sources as a basis for their designs.</p> <p>6. Identify circumstances under which images, photographs, and other graphics can be appropriated.</p>	<p>1. When presented with a product portfolio, students will be able to determine which images are original and which ones may be governed by copyright law.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Copyright is defined as having the exclusive right to control reproduction and commercial exploitation of your work. • It is mandatory to properly cite borrowed graphics that you use to avoid any potential legal trouble. • The difference between copyrighting and trademarking. • Copyrighting is defined as having the exclusive rights to control reproduction of your work. • Trademarking is a way to identify a distinguished name or symbol. • Graphic artists access their own experiences and strengths to create graphic imagery. • It is permissible to intentionally borrow, copy, or alter a preexisting image. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Identify potential content that could be a basis for design or redesign of their own images. • Appropriately assign copyright or trademark citations. • Identify potential content that could be a basis for design or redesign of their own images. 	<ul style="list-style-type: none"> • Copyright • Trademark • Citation • Graphic Imagery • Appropriate 	<p>Learning Task:</p> <p>The students will be encouraged to select a topic of interest, create an imaginary client for the topic, and a product portfolio for the client. The students will use original graphic elements as well as images appropriated from another source while obeying guidelines for copyright and appropriating.</p> <p>Essential Question:</p> <p>Under what conditions does an artist relinquish their right to their work? (example: Instagram/social media/Facebook Artist Steal's Instagram Photos to Sell)</p>

Materials and Resources

<http://www.easybib.com/>
<http://www.bibme.org/>
[Appropriation Lesson from MoMA](#)
[Open Source Images](#)
[Google Starter Guide to Search Engine Optimization](#)

Graphic Design. 3 The arts provide a medium to understand and exchange ideas.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
Standards: 9.2 C, E, G, Objectives: 1.Students will identify examples of graphic art created to provoke, persuade, inform or challenge the status quo. 2.Students will make design decisions to convey a specific message, feeling, or tone in a product line.	1.Select three individuals (a peer, a relative, an adult). The student will present their design to the individuals and get consumer feedback on their design choices and then have the chance to revise their design based on the feedback. The student will then survey the same audience to see if their reactions and feedback differ. Determine whether their opinions have changed or stayed the same,	Concepts (Know): • Know that graphic artists are adept at utilizing imagery to provoke, persuade, inform, or challenge the status quo. Competencies (Do): • Apply elements and principles of design that convey a specific message, feeling, or tone in a product or product line. • Apply principles of graphic design to convey a specific message, feeling, or tone in a product or product line.	• Provoke • Persuade • Consumer feedback	Learning Task: Students will select a product or brand and analyze how the design choices influence or are influenced by a target audience. (Ex. Cereal box design for small children with a character, toy inside, Yoga pant trend for high end designer Is Activewear the new Denim?) Research and discuss logo designs that have changed over time and people's reaction to them. For example, Tropicana Orange Juice Essential Question: How do consumers influence the artist choices that graphic designers make? What is the responsibility of the consumer to identify ways in which their choices are being influenced by graphic designers?

Materials and Resources

Graphic Design. 4 Humans have expressed experiences and ideas through the arts throughout time and across cultures.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.2 A, B, C, D, E, J, K, L, 9.4 D</p> <p>Objectives: 1. Identify an example when public opinion changed because of a graphic design. (for example, Jordan logo revolution of tennis shoe culture)</p> <p>2. Identify an unique setting where graphic design was used.</p>	<p>1. Select a graphic design that has influenced public opinion (Starbucks-increase in coffee consumption, Apple logo- created a universal identity "in group"). Make a statement about if the design is effective or ineffective and support their rationale.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> Graphic designers have been influenced in swaying public opinion. Graphic designers are often engaged as members of political campaigns, personal shoppers, print designers, image makers. Graphic designers are responsible for designing the symbols and icons to create a universal identity. <p>Competencies (Do):</p> <ul style="list-style-type: none"> Analyze graphic designs to determine why they are effective or ineffective, support your rationale. Identify images that have universal meaning. (Pepsi, Coca-Cola, McDonald's, Starbucks, Mickey Mouse, Nike, Apple) 	<ul style="list-style-type: none"> Universal meaning Rationale Public opinion Icons Universal identity 	<p>Learning Task: Research examples of logos to decide if the logo is effective or ineffective. Form an hypothesis and provide a rationale then gather data to support.</p> <p>Example: http://adage.com/article/news/tropicana-line-s-sales-plunge-20-post-rebranding/135735/ And video https://www.youtube.com/watch?v=WJ4yF4F74vc Clear Bottle http://www.theledger.com/article/20050202/NEWS/502020333</p> <p>Essential Question: *Why is art an expression of human experience? *How do graphic artists record human experience in different times and places?</p>

Materials and Resources

Example of orange juice logo change:
<http://adage.com/article/news/tropicana-line-s-sales-plunge-20-post-rebranding/135735/>
 And video
<https://www.youtube.com/watch?v=WJ4yF4F74vc>

Graphic Design. 5 There are formal and informal processes used to assess the quality of works in the arts.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3 B, C, E, F</p> <p>Objectives:</p> <p>1. Practice formal, intuitive and contextual criticism.</p> <p>2. Use appropriate vocabulary when critiquing works of art.</p> <p>3. Compare and contrast various works of art using formal, intuitive, and contextual criticism.</p> <p>4. Form judgments about the quality of various works of art and support your rationale.</p>	<p>1. Select two book jackets for the same book and compare and contrast which one is more effective. Students will also identify whether their rationale is based on formal, intuitive or contextual criticism.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • People use specific vocabulary that references the elements and principles of art when articulating their thoughts and defending their position. • People can engage in formal criticism. • People can engage in intuitive criticism. • People can engage in contextual criticism. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Use formal, intuitive and contextual criticism to compare and contrast various works of art to judge quality. • Form judgments about the quality of various crafts and support your rationale. 	<p>• Criticism:</p> <ul style="list-style-type: none"> • Formal • Intuitive • Contextual <p>• Compare and Contrast</p> <p>• Judgment</p> <p>• Form Judgment</p> <p>• Rationale</p>	<p>Learning Task:</p> <p>Teacher will present an example of a book jacket which has changed over time. Students will be encouraged to speculate why it was changed, form an opinion about whether it is effective or not and develop rationale supporting their opinion.</p> <p>(Harry Potter around the world http://hardcoversandheroines.com/2014/03/12/wordless-wednesday-harry-potter-covers-from-around-the-world/)</p> <p>Essential Question: How does a vocabulary of critical analysis inform judgement about quality?</p>

Materials and Resources

Graphic Design. 6 People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3 A, B, C, D, F, 9.4 B,D</p> <p>Objectives: 1. Use visual clues to speculate the artist's intent.</p> <p>2. Conduct research to verify speculations regarding the artist's intent.</p> <p>3. Use language appropriately when critiquing a work of art.</p>	<p>1. Select a graphic example (ex. a poster, album cover, book jacket, logo, clothing identification) done by an artist. Students will analyze the visual clues to speculate the artist's intent. Students will research to determine if their speculation is correct with evidence.</p> <p>2. Students will be presented with a selection of album covers. Using visual clues, students will speculate the songs meaning. Students will then listen to the song and determine if their hypothesis was correct.</p>	<p>• Concepts (Know):</p> <ul style="list-style-type: none"> • Critical analysis includes assessing quality, interpreting meaning and determining value. • Artistic choices often provide a window into discovering the meaning of a work of art. • People use specific vocabulary that references the elements and principles of art when engaged in critical analysis. <p>• Competencies (Do):</p> <ul style="list-style-type: none"> • Use visual clues to speculate the artist's intended purpose of a design. • Use appropriate language when critiquing a work of art. • Form judgments about the quality and value of various design and support your rationale. 	<ul style="list-style-type: none"> • Critical analysis • Rationale • Quality • Value 	<p>Learning Task:</p> <p>Students will be presented with two different artists who have illustrated a common theme. Compare and contrast how the artists, Peter Max and Shepard Fairey approach the album illustration for the Beatles/Paul McCartney. Students will identify visual cues that provide insight to the artist's intent. Students will discuss how they are alike, how they are different and how which one will influence their purchase.</p> <p>Essential Question:</p> <p>What role does critical analysis play in assessing quality, interpreting meaning and determining value?</p>

Materials and Resources

Course Description

Tuesday, December 8, 2015 8:58 AM

Title: Graphic Design

Where do we see art in everyday life? How do design, advertising, and packaging influence what we do and buy today? Graphic design combines images, words, and ideas, to communicate messages to an audience. Learn to develop solutions to real world problems and combine creative thinking with a wide range of skills using traditional and contemporary tools. This is a beginning level course that will focus on creative problem solving while exploring current technology, such as Adobe Photoshop, Illustrator, and/or InDesign.

1 Semester / Prerequisite: Creativity and Innovation (or Visual Art 1)