

Graphic Design I-IV

Four, one-semester elective courses in the High School Art Department.

Each course is offered for one-half credit.

Fundamental Design is a prerequisite for Graphic Design I.

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Overview/Course Description

Graphic Design I is the illustration of language and image for product, advertising, and fine arts projects. Students will be required to solve numerous two-dimensional and three dimensional design problems using a variety of media, materials and equipment. Examples and aesthetic discussion will intersperse art production and evaluation. Graphic Design I is a one-half credit, one-semester class and is the prerequisite course for continuing study in Graphics II through IV.

Anticipating that students will continue in this mode of inquiry, Graphic Design II through IV will include deeper and more extensive exploration in this discipline through the same units of study. Each semester nurtures a growing sophistication in the execution of graphic design techniques, and knowledge of art as a means for self-expression as applied to the individual student's course of study.

K – 12 Arts Education Content Standards- Michigan Department of Education

Content Standard I	All students will apply skills and knowledge to perform in the arts
Content Standard II	All students will apply skills and knowledge to create in the arts.
Content Standard III	All students will analyze, describe and evaluate works of art.
Content Standard IV	All students will understand, analyze and describe the arts in their historical, social, and cultural contexts.
Content Standard V	All students will understand, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Units of Study

The four units of study will be presented as a cumulative approach to the art making process. Students will learn the effective use of images, language and technology to communicate a specific idea.

UNIT I- Image

UNIT II- Language

UNIT III- Practical Design

UNIT IV- Technology

Each Unit is composed of:

Key Concepts that state the major ideas students are expected to comprehend.

Benchmarks are statements of what students will know or are able to do if they are making progress towards achieving the standards.

Assessment Tasks are suggestions for ways students can demonstrate the degree to which they have reached the Benchmarks.

Opportunities for Integration are connections between concepts with the unit and subject matter from related units or disciplines.

Authentic Applications statements showing where these skills and processes are used in the world beyond school.

Instructional Resources that lists the materials that support the teaching of this unit.

Unit I – Image

Key Concepts

1. Image is the visual illustration of a concept achieved through a variety of different media.
2. Image is a communication tool.
3. The organization of multiple images determines the aesthetic interpretation of the product.

Benchmarks

The students will:

1. Describe how expressive and organizational principles cause responses. (ART.III.VA.HS.3)
2. Apply media, techniques, and process with sufficient skill and sensitivity that personal intentions are carried out in artworks. (ART.I.VA.HS.1)
3. Develop creative interpretations in using a variety of images with experimentation. (ART.II.VA.HS.1)
4. Analyze the effectiveness of selections in communicating ideas and reflect upon the effectiveness of choices. (ART.III.VA.HS.1)

Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

The students will:

1. Demonstrate an understanding of the use of image through the creation of a variety of graphic projects, such as a product advertisement for a magazine.
2. Submit artworks for peer critique, focusing on successful use of tools and materials in the communication of ideas.
3. Students' will learn about the ability of an image to visually communicate, such as studying the work of Dorothea Lange and her use of image to document the social climate of the Great Depression.

Integration

1. Communication: Students will use images to communicate ideas.
2. Technology: The use of computer programs such as Adobe Photoshop, Illustrator, Corel Draw etc. are used to create graphs, illustrations and layouts.

Authentic Applications

1. Students will identify the use of images in the many facets of commercial and industrial design as a way to communicate ideas through sketches and storyboards.
2. Students will explore the printing process from conception to product (newspaper, brochures, flyers, menu, maps)
3. Students will explore the use of image in billboards, fashion magazines, flyers etc.

Unit II – Language

Key Concepts

1. Language is the expressive imagery of the written word.
2. Messages are conveyed through simplified images.

Benchmarks

The students will:

1. Describe how expressive and organizational principles cause responses. (ART.III.VA.HS.3)
2. Apply media, techniques, and process with sufficient skill and sensitivity that personal intentions are carried out in artworks. (ART.I.VA.HS.1)
3. Develop creative interpretations in the using a variety of language with experimentation. (ART.II.VA.HS.1)
4. Analyze the effectiveness of selections in communicating ideas and reflect upon the effectiveness of choices. (ART.III.VA.HS.1)

Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

The students will:

1. Identify the visual use of fonts in design by creating a graphic image such as a corporate logo.
2. Produce artwork that communicates a specific idea such as a design that illustrates a specific emotion.
3. Analyze the effectiveness of using color to enhance the aesthetic of the visual word such as studying the use of color in packaging design.

Integration

1. Advertising uses the visual word as a way to communicate ideas.
2. Language Arts communicate clusters of practical information to an audience.

Authentic Applications

1. The application of font and color is planned within a written document.
2. Layout and design is utilized for yearbooks and newspapers.
3. Language is used within a web page design.

Unit III – Practical Design

Key Concepts

1. Image and Language can be used to promote and enhance a product.
2. The manipulation of elements of design and composition work together to produce art.

Benchmarks

The students will:

1. Create artworks that use organizational principles and functions to solve specific visual arts problems. (ART.II.VA.HS.2)
2. Demonstrate an understanding of relationships in size and proportion of shapes or objects to one another. (ART.I.VA.HS.1)
3. Be conversant with terminology that allows for universal application. (ART.IV.VA.HS.3)

Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

The students will:

1. Evaluate the effectiveness of artworks in terms of organizational structures and functions such as critiquing book covers.
2. Create artworks that use organizational principles and functions to solve specific visual design problems such as creating a web page.

Integration

1. Layout design is used for yearbooks and newspapers.
2. Architectural Design uses design elements in planning architectural drawings.

Authentic Applications

1. The elements of design are universal to numerous industries, including automotive advertising, and applied arts.
2. Understanding the elements of design help students make more aesthetically informed choices as consumers.

Unit IV – Technology

Key Concepts

1. An understanding of current technology impacts the communication of ideas.
2. Technology develops the tools for creating images never before possible.

Benchmarks

The students will:

1. Speculate and analyze how future technologies impact design. (ART.IV.VA.HS.1)
2. Create media productions that demonstrate knowledge, contexts, values, and aesthetics. (ART.II.VA.HS.5)
3. Describe the origins of specific images and words to explain why they are of value in their artwork and in everyday life. (ART.II.VA.HS.3)

Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples

Students will:

1. Use technology to produce artwork that shows an understanding of design such as creating a web page.
2. Use technology to create practical graphic design solutions in today's marketplace such as learning how to use a software program like Adobe PhotoShop.

Integration

1. Technology uses various software programs to produce visual aids for other classes.
2. Integration of photographic images and technology creates personal imagery.
3. Technology enhances business and marketing plans.

Authentic Applications

1. Technology is used in many facets of commercial and industrial design as a way to communicate ideas.
2. Technology has many universal applications in all areas of mass media.
3. The principles learned in technology are universal to numerous industries, including automotive, television and media, advertising, graphics and applied arts.

Instructional Resources

Resources may include

1. Art talk textbook - Ragans, R; (1995), Art talk, MacMillan/McGraw-Hill School Publishing Co.
2. Art Reproductions
3. Art Websites such as ArtEdNet.
4. Books and other visual aides of art movements and art history.
5. Instructor's professional artwork as examples
6. Local art exhibits
7. Michigan Art Education Association and National Art Education Association publications
8. Magazines such as: Scholastic Art, Arts and Activities, School Arts, National Geographic, photo stock books
9. Microsoft office/Powerpoint
10. Slides of students work
11. Videos of various artist's work

CAREER PATHWAYS

Career Pathways are careers that are grouped together because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Selecting a Career Pathway provides a *focus* into which one can begin directing energies and determining a *tentative* career "fit" though it is always acceptable to change one's mind. By identifying with a pathway students are aided in selecting courses, extra-curricular activities and part-time employment. Career Pathways provide a plan for all students regardless of their interests, abilities, talents, or desired levels of education. *All pathways have equal dignity.* The following six (6) Career Pathways have been developed by the state of Michigan:

Arts and Communications - careers related to humanities and the performing, visual, literary and media arts.

Business, Management, Marketing & Technology - careers related to all aspects of business including accounting, business administration, finance, information processing and marketing.

Engineering, Manufacturing and Industrial Technology - careers related to technologies necessary to design, develop, install or maintain physical systems.

Health Sciences - careers related to the promotion of health as well as the treatment of injuries and disease.

Human Services - careers in child care, civil service, education, hospitality and the social services.

Natural Resources and Agriscience - careers related to natural resources, agriculture and the environment.



The accompanying **ART curriculum** falls within the **ARTS AND COMMUNICATIONS Pathway**. Some personal characteristics* of people in this pathway are that they:

- ◆ seek opportunities for self-expression;
- ◆ Exhibit an imaginative and creative thinker;
- ◆ demonstrate good writing skills; and
- ◆ Posses strong communication skills.

Examples of additional careers* that fall under this **pathway** include:

Advertising Agent	Interior Designer	Actor/Actress
Broadcast Technician	Clergy	Author
Photographer	Audiovisual Technician	Technical Illustrator
Public Relations Specialist	Photo Process Worker	Bookbinder
Painter and Sculptor	Merchandise Displayer	Dancer
Musician and Composer	Religious Worker	Broadcast Technician
Set Decorator	Radio and Television Announcer	Archivist & Curator
Advertising Copywriter	Historian	Commercial Artist

* Taken from MOIScripts, Michigan Occupational Information System, © 2000