



Applied Technology

9-12

Graphic Design

April 30, 2018

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Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Technology Education 9th-11th Graphic Design 1
Unit Plan Title:	Introduction to Graphic Design
Time Frame	1-2 Months
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>1.2 Media Arts Standards — Anchor Standard 1: Generating and conceptualizing ideas. 1.2 Media Arts Standards — Anchor Standard 2: Organizing and developing ideas. 1.2 Media Arts Standards — Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p>9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p>Anchor Companion Standards (Reading and Writing Grades 9-10)</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Summary	
<ul style="list-style-type: none"> ● Students are introduced to the industry, what designers do, and what Graphic Design actually is ● Students will learn and apply the design process which will be utilized throughout the year. ● Students will practice the creation of thumbnail sketches, rough sketches, and comprehensive design, the building blocks of the design process ● Class and Lap orientation, instructions and rules ● The application of the elements and principles of design 	
Standard Number(s)	
<p>1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.</p> <p>1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</p> <p>1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.</p> <p>1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.</p> <p>1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.</p> <p>1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.</p> <p>1.2.12prof.Pr5b: Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.</p> <p>8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>	

Career Readiness, Life Literacies, and Key Skills - Standard 9

Demonstrate creativity and innovation

Utilize critical thinking to make

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.)

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

- What is Graphic Design?
- Where and how do we encounter images in our world?
- How do designers grow and become accomplished?
- What is the design process?
- How do we apply the design process relating to graphic design?
- What are the tools/equipment utilized in Graphic Design?
- What computer skills do I most need to develop computer literacy in Graphic Design?
- What are the differences in applications, hardware and software for Graphic Design?
- What are the different tools in Adobe Creative Suite used for?

Enduring Understandings

1. Adobe Software for Graphic Design, Mac computer - orientation, saving work on google Drive and in network folder
2. The use of Graphics Software is an extension of a formulated idea
3. Graphic Design is a part of everyone’s daily lives.
4. The design process is utilized to develop concept and ideas in depth.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
		ETA	Creativity and Innovation
	Global Awareness	ETA	Critical Thinking and Problem Solving
	Environmental Literacy	ETA	Communication
	Health Literacy	ETA	Collaboration
	Civic Literacy		
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Generate multiple ideas in the form of thumbnail drawings;
- Determine which of their ideas are the best;
- Make roughs;
- Make a final comp
- Career in Graphic Design

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Project Assignments- application of skills
- Design Briefs
- Sketchbook
- Class discussions and Critiques
- Rubrics- Teacher

Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none"> • Make Sketchbooks - Design Cover • Research - Graphic Design • Introduce students to a traditional, multi-step design and development process (thumbnails, roughs, and comps), while utilizing the elements and principles of two-dimensional design to solve visual problems. • Introduction with abstract images using the visual elements of design: line, shape, texture, and color
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> • Individual and collaborative research, design and problem solving • Student interest and skill level assessment • Individual, small group, and large group instruction • Differentiated checklists and rubrics • Level of independence • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students

Resources

- Adobe Creative Cloud Software
- Internet
- Adobe Visual design Program - <https://edex.adobe.com/visual-design>
- AIGA - <http://www.aiga.org/graphic-design-training-curriculum-for-high-school-teachers>

Content Area/ Grade Level/ Course:	Technology Education 9-11th Graphic Design 1
Unit Plan Title:	Graphic Design Projects- using design skills, Adobe software- Illustrator, InDesign, and Photoshop: Collages and Photography, Logos, Advertisements, Business Cards, Portfolio
Time Frame	8-9 Months
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	

1.2 Media Arts Standards — Anchor Standard 1: Generating and conceptualizing ideas.

1.2 Media Arts Standards — Anchor Standard 2: Organizing and developing ideas.

1.2 Media Arts Standards — Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

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Unit Summary

Students will learn about Graphic Design through lectures, handouts, research, and class work. They will work on several projects that will incorporate Graphic Design skills and knowledge. These projects will cover learning Adobe Software, Design process, Critique, Sketching, Research, Collaboration, Computer skills, Design development, business skills, Typography, color theory, and other Graphic Design related topics. Below are the core projects for Graphic Design 1.

Photos and Collage

- To produce quality images for print, web, and video, students need to understand essential graphic design principles and how digital images are created. Adobe Photoshop CC is an image-manipulation tool that can help students analyze, enhance, and edit images. In this project, students learn the basics of photography, image composition, and elements of visual design as they create a collage.

Logos

- Logos can evoke immediate associations with companies or specific products. Organizations and corporations use logos to identify themselves and set up brands. A logo should be unique, functional, and versatile. In this project, students view sample logos and discuss color theory and design principles used in the logos

Business Cards

- Students create a business card, and in the process, they learn about typography and layout design. Students also investigate how tone, audience, and purpose impact design decisions, whether they're representing themselves or an organization. Finally, students engage in a formal review and redesign process to help them improve and expand their design skills.

Advertisements

- In the design and production business world, students can expect to work with clients. These might be internal clients—another department needing materials designed—or external clients seeking an organization's services. In this project, students are introduced to the process of working with a client through an advertisement project. They work with a client to identify the goals, audience, and purpose of an advertisement. The client might be made up or a local businesses and organizations, depending on the student.

Portfolio

- In this project, students create the elements of a PDF portfolio with Adobe Photoshop CC, Adobe InDesign CC, and Adobe Acrobat 9 Professional. They build a portfolio that features the work they have completed and explore career opportunities in fields such as advertising, PR, photography, and print production. With PDF portfolios, individuals can share print, design, and interactive work in a variety of ways: e-mail, print, and online.

Standard Number(s)

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[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

- What are the elements of design?
- What are the principles of design?
- How does Math and English play a part in graphic design?
- How does graphic design relate to everyday life?
- How does the software Adobe Illustrator, InDesign, and Photoshop play a roll in Graphic Design?

Enduring Understandings

Photography and collage

Students will be able to independently use their learning to take photos and gather images from various sources, identifying elements of visual design that reflect good composition. They use Photoshop to retouch and manipulate these photos and images to build a collage. Through this process, they learn about copyright issues and document their learning by using Adobe Acrobat 9 Professional.

Logos

Understanding and selecting file formats • Exploring color theory and design principles • Understanding the importance of redesign in the design process • Learning Adobe Illustrator

Business Cards

Review and redesign • Designing for purpose and tone • Professional print production preparation • Learning Adobe InDesign

Advertisements

Effective team collaboration • Designing for a client • Deeper look at audience and audience needs

Portfolios

Portfolio design • Presentation of skills • Career research and development

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<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> ETA	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> ETA	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> ETA	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> ETA	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

Photo and collage

- (understanding) Demonstrate knowledge of standard copyright rules for images and image use. Demonstrate knowledge of image resolution, image size, and image file format for web, video, and print. Demonstrate knowledge of design principles, elements, and image composition. Demonstrate knowledge of color correction using Photoshop CC. Demonstrate knowledge of image-generating devices, their resulting image types, and how to access resulting images in Photoshop. Understand key terminology of digital images. Identify elements of the Photoshop CC user interface and demonstrate knowledge of their functions. Demonstrate knowledge of layers and masks. Demonstrate knowledge of importing, exporting, organizing, and saving. Demonstrate knowledge of working with selections and measurement. Transform images. Adjust the tonal range and correct the color of an image. Demonstrate knowledge of retouching and blending images.
- (knowledge) Understand image composition. Understand color correction and effects. Understand file formats, resolution, and file size. Understand image source. Understand techniques used to create visual hierarchy. How to communicate information clearly, using correct terminology. Understand copyright issues and fair-use guidelines. How to analyze and critique photographs

Logos-

- (Understanding) Identify the purpose, audience, and audience needs for preparing image(s). Demonstrate knowledge of image resolution, image size, and image file format for web, video, and print. Demonstrate knowledge of design principles, elements, and image composition. Demonstrate knowledge of image-generating devices, their resulting image types, and how to access resulting images in Photoshop. Understanding key terminology of digital images. Demonstrate knowledge of importing, exporting, organizing, and saving. Demonstrate an understanding of and select the appropriate features and options required to implement a color management workflow. Demonstrate knowledge of working with selections and measurement. Use Photoshop guides and rulers. Demonstrate knowledge of drawing and painting. Demonstrate knowledge of type. Demonstrate knowledge of preparing images for web, print, and video
- (Knowledge) - Research and communication skills • Investigating logos • Critiquing designs • Communicating purpose and goal • Communicating and presenting design decisions • Giving feedback on a project Design skills • Understanding and employing design principles • Understanding and employing color theory • Identifying the difference in color modes • Understanding color management

Business Card Design

- (understanding) Demonstrate knowledge of image resolution, image size, and image file format for web, video, and print. Demonstrate knowledge of design principles, elements, and image composition. Demonstrate knowledge of typography. Transform images. Demonstrate knowledge of type. Demonstrate knowledge of filters. Demonstrate knowledge of preparing images for web, print, and video.

- (Knowledge) Evaluating and analyzing business cards • Providing insightful critiques and feedback • Demonstrating personal responsibility by incorporating feedback • Presenting a design layout to a group • Planning strategies to guide inquiry • Communicating business card redesign effectively to peers and instructors

Advertisement

- (Understanding) Identify the purpose, audience, and audience needs for preparing image(s). • Demonstrate knowledge of project management tasks and responsibilities. • Communicate with others (such as peers and clients) about design plans. • Demonstrate knowledge of layers and masks. • Demonstrate knowledge of importing, exporting, organizing, and saving. • Demonstrate knowledge of producing and reusing images. • Demonstrate knowledge of working with selections and measurement. • Demonstrate knowledge of retouching and blending images. • Demonstrate knowledge of preparing images for web, print, and video.
- (Knowledge) Analyzing and evaluating advertisements • Planning strategies to guide inquiry • Questioning to focus and clarify • Presenting designs to a client • Demonstrating personal responsibility by incorporating feedback • Researching topic for advertisement • Interviewing clients • Conducting a focus group Designing for audience(s) • Creating an original work • Balancing graphics and text • Sketching advertisements Creating designs that meet client requirements • Understanding different file formats • Creating comps • Designing for emphasis • Designing for usability • Designing on a grid

Portfolio

- (Understanding) Demonstrate knowledge of preparing images for web, print, and video
- (Knowledge) Investigating and researching career areas within print production • Communicating information to particular audiences • Defining the goals and uses of a portfolio • Soliciting and providing feedback Design skills • Investigating and incorporating layout and color consistently • Designing consistent pages • Designing for a specific audience and purpose

Assessments (Pre, Formative, Summative, Other)

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- Project Assignments- application of skills
- Design Briefs
- Sketchbook
- Class discussions and Critiques
- Rubrics- Teacher
- Final Portfolio

Teaching and Learning Activities

Activities

Photos/Collage
 Introducing photography, color, and design
 Constructing the collage
 Creating and presenting their work

Logos
 Color theory and design
 Constructing the logo
 Review and redesign
 Optimizing and finalizing images
 Presenting their work

Business Card Design
 Planning and designing a business card
 Building business card elements
 Building a business card
 Redesigning and presenting a business card

Advertisement
 Defining client requirements
 Planning and designing an advertisement

	<p>Building an advertisement Reviewing and redesigning an advertisement</p> <p>Portfolio Planning a portfolio Constructing a portfolio Presenting a portfolio</p> <p>Class Discussion Class collaborative work</p> <p>Community links: Ask professional graphic designers, artists or Alumni to discuss their work and career paths, giving students a real-world view of the areas they are studying.</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
Resources	
<ul style="list-style-type: none"> ● Adobe software: Illustrator, Photoshop, InDesign, Acrobat ● Adobe Visual design Program - https://edex.adobe.com/visual-design ● AIGA - http://www.aiga.org/graphic-design-training-curriculum-for-high-school-teachers ● http://www.newtown.k12.ct.us/Portals/Bloomfield/District/Digital%20Graphics%20and%20Webpage%20Design%20Revised%209.2015.pdf 	