



Applied Technology

10-12

Graphic Design 2

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Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Applied Technology 10-12th Graphic Design 2
Unit Plan Title:	Graphic Design II is a course designed to provide in-depth study and experiences in the field of visual communications. Major emphasis is given to the pre-production phases of design for printed and on-line media. Students will be provided with career and occupational information. Opportunities will exist for students to further develop skills and build upon knowledge gained in Graphic Design I.
Time Frame	36 weeks

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 \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Overview

Course Content

- A. Orientation to class
 - 1. General content overview
 - 2. Student requirements
 - 3. School rules
 - 4. Lab rules
 - 5. Emergency procedures, fire exits and evacuations
 - 6. Clean up procedures
 - 7. Storage assignments
 - 8. Course requirements
- B. Lab ergonomics and safe practices
- C. Problem Solving Techniques
 - 1. Defining problems
 - 2. Setting goals, preparing a log, recording information
 - 3. Developing alternatives
 - 4. Choosing the best solution and preparing a proposal
 - 5. Implementing solutions

6. Testing and evaluating

D. Visualization and Sketching Techniques

1. Lines
2. Geometric shapes
3. "Crating" objects
4. Pictorials
 - a. Isometric
 - b. Oblique
 - c. Perspective
5. Principles of page design
 - a. Research
 - b. Strategy
 - c. Concept development
 - d. Line and visual hierarchy
 - e. Copy writing
 - f. Relationship between verbal and visual

E. Pre-Production Layout and Design

1. Job specifications
2. Preparation of copy
3. Image generation
 - a. Drawing/painting (Adobe Illustrator©)
 - b. Word processing and page layout (Adobe PageMaker/InDesign©)
 - c. Photographic manipulation (Adobe Photoshop©)
 - i. Line
 - ii. Continuous tone/greyscale
 - iii. Color
 - d. Importing images (scanner, stock art/photos, digital cameras and video, web)
4. Layout review
 - a. Sketching (thumbnails)
 - b. Refinements (rough layouts)
 - c. Full color art (comprehensive layouts)
 - d. Line art (mechanical layouts)
 - e. Folding "dummy" (multiple page layouts, signatures, folios)

F. Printing techniques, procedures and troubleshooting

1. Laser/Xerography
2. Facsimile
3. Inkjet
4. Dye sublimation
5. Thermal transfer
6. Printing on Demand
7. Future of printing

G. Color

1. Greyscale
2. CMYK
3. RGB
4. Lab
5. Indexed
6. Pantone
7. Additive vs Subtractive

H. Ethical Issues

1. Legal restrictions
 - a. Copyrights
 - b. Trademarks

- c. Patents
- 2. Current issues (music, etc.)
- 3. Private domain vs public domain
- 4. Legal rights to creative ideas
- I. Educational Opportunities in Graphic Design
 - 1. Research post secondary education and career opportunities
 - 2. Visual presentation (ad poster)
- J. Application of Graphic Design concepts
 - 1. Preparing products for the "client"
 - a. Assessing needs
 - b. Determining procedures
 - c. Proposing materials
 - 2. Generate the printed job utilizing all phases of pre-production, production, and finishing

procedures

- K. Desktop Publishing - Hardware Utilization
 - 1. Advanced Input devices
 - a. Scanner
 - b. Camera
 - c. Web
 - 2. Advanced Output devices
 - a. Laser film
 - b. Ink jet heat transfers
 - c. Photo quality images
 - 3. Software
 - a. Word processing and page layout (PageMaker©, InDesign©)
 - i. Multipage document layout
 - ii. Utilizing advanced software
 - b. Illustration and painting (Illustrator©)
 - i. Text manipulation
 - ii. Image manipulation Filters/hatches/Paths/masks/blends/graphs
Layers
 - c. Photo manipulation (Photoshop©)
 - i. Image size vs. canvas size
 - ii. Layers
 - iii. Paths
 - iv. Channels
 - v. Web
 - vi. graphicsVideo (iMovie©)
 - e. Web page design (GoLive!©)
 - i. HTML
 - ii. Design considerations
 - iii. Links
 - f. File format and data storage systems
 - i. Image management and file conversion
 - ii. Writing and storing data (zip, jaz, cd, dvd)
 - iii. Moving data and maintenance

Standard Number(s) * i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.

1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.

- 1.2.12acc.Cr1a:** Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.
- 1.2.12acc.Cr1b:** Organize and design artistic ideas for media arts productions.
- 1.2.12acc.Cr1c:** Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
- 1.2.12acc.Cr2a:** Organize and design artistic ideas for media arts productions.
- 1.2.12acc.Cr2b:** Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
- 1.2.12acc.Cr3b:** Demonstrate an understanding of media art principles through a selection of tools and production processes.
- 1.2.12acc.Pr5a:** Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
- 1.2.12acc.Pr5b:** Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts
- 1.2.12adv.Pr5c:** Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
- 8.2.12.NT.1:** Explain how different groups can contribute to the overall design of a product.

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

Demonstrate creativity and innovation

Utilize critical thinking to make

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8)

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.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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](#)

Intended Outcomes - {Essential Questions}

- What is the pre-production phases of design for printed and on-line media?
- How do you become a graphic designer?
- What type of career paths are their for a Graphic Designer?

Enduring Understandings

- Graphic Design II is a course designed to provide in-depth study and experiences in the field of visual communications. Major emphasis is given to the pre-production phases of design for printed and on-line media. Students will be provided with career and occupational information. Opportunities will exist for students to further develop skills and build upon knowledge gained in Graphic Design I.

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	
	Global Awareness	x	Creativity and Innovation
	Environmental Literacy	x	Critical Thinking and Problem Solving
	Health Literacy	x	Communication
	Civic Literacy	x	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy		

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

Course Objectives:

- Outline the specific procedures required to generate images for printed and on-line materials.
- Produce proof copies utilizing a variety of desktop publishing software packages.
- Create a multipage document.
- Choose the correct software for the image to be generated and/or manipulated
- To troubleshoot software and hardware problems.
- To identify and research an institution of higher learning offering students a future course of study in the field of Graphic Design.
- Apply acquired skills to produce a variety of images which meet the needs of specific job requirements.
- Analyze and produce a variety of advertising materials, including Public Service Announcements (AAA driving safety, fire prevention, Patriot Day remembrances, etc.)
- Utilize skills acquired to identify areas of career interest or leisure activities.
- Recognize and discuss the basic principles of design necessary to prepare pre-production layouts for printed and on-line materials.
- Cooperate with the instructor and peers on an individual basis and as part of a
- Establish ergonomic and safe practices for the lab.
- Discuss past, present and future graphic inventions and innovations and their impact on society.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Evaluation of Student Learning - Students will be graded in the following areas:

- Class participation and attendance
- Homework, reading assignments and preliminary exercises Written tests and quizzes
- Performance tests
- Instructor assigned and student initiated projects Cooperative activities
- Skills application
- Final Exam Assessment Projects

Teaching and Learning Activities

<i>Activities</i>	Graphic Design II will engage students in a variety of classroom and hands on activities. Students will continue to learn the skills of design and layout, general computer usage, and presentation. Reading, writing, math and technical skills will be strengthened as the students participate in the activities of planning individual and group design assignments and research projects. Students will learn to manage time and meet deadlines while completing assignments within a studio atmosphere. Guest speakers, field trips, open lab activities and cooperative learning experiences will also be provided.
<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
<i>Windows</i>	

Resources

- Adobe Creative Cloud Software
- Clair, Kate. A Typographic Workbook. New York, NY: John Wiley and Sons, 1999.
- Mac Addict, Brisbane, CA: Future Network USA.
- McClelland, Deke. Look and Learn Photoshop. Foster City, CA: IDG Books Worldwide, Inc., 2001.
- Proot, Kevin. Adobe Pagemaker 7.0 Illustrated. Boston, MA: Course Technology, a division of Thompson Learning, Inc., 2003.
- Step Inside Design. New York, NY: The Dynamic Graphics Group.
- Williams, Robin and Tollett, John. Design Workshop. Berkeley, CA: Peachpit Press, 2001.