

Graphic Design

Course Description

This course is designed to introduce students to the fundamental skills and knowledge needed to create graphic design using industry-standard hardware and software for a variety of purposes and outputs. The appropriate use of technology and industry-standard equipment is an integral part of this course. Areas of study include the understanding of industry history, terminology, design elements and principles, typography and portfolio and career development. Emphasis is placed on software and technical skills, layout design, and the creation and manipulation of graphics.

Graphic Design

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Intro to Graphic Design, Art Foundations, & Design Fundamentals	approx. 9 weeks
Unit 2	Adobe Photoshop, Digital Image Manipulation & Editing, The Elements & Principles of Design, & Intellectual Property Law and Rights Management	approx. 9 weeks
Unit 3	Adobe Illustrator, Branding & Logo Design, Advertisement, & Illustration	approx. 9 weeks
Unit 4	Portfolio & Career Development, Web Design, Layout Design, & Digital Photography	approx. 8 weeks

Educational Technology Standards

8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.3, 8.1.12.E.2, 8.1.12.F.1

➤ **Technology Operations and Concepts**

- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Compare and contrast policies on filtering and censorship both locally and globally.

➤ **Research and Information Literacy**

Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Online video instruction • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards

9.3– Career and Technical Education

- 9.3.12.AR.4: Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AR.6: Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Pathway: Web & Digital Communications (IT-WD)

- 9.3.IT-WD.1 - Analyze customer requirements to design and develop a Web or digital communication product.
- 9.3.IT-WD.2 - Apply the design and development process to produce user-focused Web and digital communications solutions.
- 9.3.IT-WD.4 - Demonstrate the effective use of tools for digital communication production, development and project management
- 9.3.IT-WD.6 - Design, create and publish a digital communication product based on customer needs.
- 9.3.IT-WD.7 - Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
- 9.3.IT-WD.10 - Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

Common Career Technical Core (CCTC)

Career Pathway: Visual Arts

AR-VIS 1 - Describe the history and evolution of the visual arts and its role in and impact on society.

- AR-VIS 1.3 - Evaluate works of art using critical thinking skills.
- AR-VIS 1.5 - Analyze the development of tools and technologies employed in the visual arts.

AR-VIS 2 - Analyze how the application of visual arts elements and principles of design communicate and express ideas.

- AR-VIS 2.1 - Analyze the elements and principles of art applied to visual art forms.
- AR-VIS 2.2 - Analyze the communicative effects of art elements.

AR-VIS 3 - Analyze and create two and three-dimensional art forms using various media.

- AR-VIS 3.3 - Analyze multimedia applications of software/hardware for the purposes of visual communications.

Career Pathway: Web and Digital Communications

IT-WD 04 - Demonstrate the effective use of tools for digital communication production, development and project management.

- IT-WD 04.1 - Select and use appropriate software tools.

Career Pathway: Web and Digital Communications

IT-WD 06 - Design, create and publish a digital communication product based on customer needs.

- IT-WD 06.2 - List and employ functional design terms and criteria.

IT-WD 10 - Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

- IT-WD 10.1 - Explain the concept of intellectual property.
- IT-WD 10.2 - Differentiate between copyright and trademarks.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Text Types and Purposes:

CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)\

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

<p>Course: Graphic Design</p> <p>Unit: II – Digital Image Manipulation & Editing</p> <p>Grade Level: 9-12</p>	<p>Unit Overview:</p> <p>This unit introduces students to the fundamentals of Adobe Photoshop, the elements and principles of graphic design, layout design, intellectual property law and rights management, post-production and critique to refine a product.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.3.12.AR.4, 9.3.12.AR.6, 9.3.IT-WD.1, 9.3.IT-WD.2, 9.3.IT-WD.4, 9.3.IT-WD.6, 9.3.IT-WD.7, 9.3.IT-WD.10</p>	
<p>Common Career Technical Core (CCTC): AR-VIS 1.3, AR-VIS 1.5, AR-VIS 2.1, AR-VIS 2.2, AR-VIS 3.3, IT-WD 04.1, IT-WD 06.2, IT-WD 10.1, IT-WD 10.2</p>	
<p>Common Core State Standards (CCSS): CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.SL.11-12.1.C, CCSS.ELA-LITERACY.SL.11-12.5</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Identify key aspects of the Adobe Photoshop interface and workspace</p> <p>NJSLS: 9.3.12.AR.6, 9.3.IT-WD.4</p> <p>CCTC: AR-VIS 1.5, AR-VIS 3.3, IT-WD 04.1</p>	<p>What is Adobe Photoshop?</p> <p>How has design software changed the way we create two-dimensional artwork?</p> <p>How do graphic designers use Photoshop creatively?</p> <p>How can apps and</p>	<p>Identify key developments in the history of the Adobe software company and Photoshop</p> <p>Identify the reasons that Photoshop is software that is industry standard for photo manipulation</p> <p>Identify each of the components of the</p>	<p>Group Activity Students work in groups to create a timeline of Adobe Photoshop over the years by using digital media and software. Include examples of various work created in Photoshop over the years. Present to class.</p> <p>Journal Writing Write about the ways</p>	<p>Adobe: http://www.adobe.com/</p> <p>Adobe Timeline: https://www.adobe.com/aboutadobe/history/timeline/</p> <p>Lynda Photoshop Tutorials: http://www.lynda.com/Photoshop</p>

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<p>CCSS: CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.SL.11-12.5</p>	<p>software be used to create graphic design?</p> <p>How has design software changed the graphic design industry?</p> <p>What are the basic skills required to use Photoshop effectively?</p> <p>What is a pixel?</p> <p>What is a raster-based (pixel-based) image and how is it created?</p> <p>What is meant by image or pixel resolution?</p> <p>How does the manipulation of size and resolution affect digital images?</p> <p>What are the benefits of using software and</p>	<p>Photoshop interface and workspace</p> <p>Identify and define basic Photoshop terms associated with the lesson.</p> <p>Demonstrate the basics of setting up documents, saving files in different formats</p> <p>Demonstrate ability to import and export files, understand file compression, and save files in different formats.</p> <p>Understand various file formats and list the advantages/disadvantages of each</p> <p>Demonstrate how to produce or acquire graphics content.</p>	<p>design software has changed and continues to impact the graphic design industry.</p> <p>Photoshop Collage Tutorial Teacher guides students through a step-by-step tutorial focused on the basics of the interface, setting up a document, and the essential tools of the toolbar. Teacher will provide images and resources for students to use in this tutorial.</p>	<p>Adobe Photoshop CC: http://www.adobe.com/products/photoshop.html</p> <p>Photoshop CS3 Manual: http://www.adobe.com/support/documentation/archived_content/en/photoshop/cs3/photoshop_cs3_help.pdf</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	technology to create art and graphic design?			
<p>Identify and apply the essential tools and features of Adobe Photoshop</p> <p>NJSLS: 9.3.12.AR.6, 9.3.IT-WD.4</p> <p>CCTC: AR-VIS 1.5, AR-VIS 3.3, IT-WD 04.1, AR-VIS 3.3</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.1, CCSS.ELA-LITERACY.W.11-12.4</p>	<p>How is mastery in Photoshop essential to a graphic designer?</p> <p>What is composite imaging?</p> <p>What is a digital collage?</p> <p>What is digital manipulation and editing?</p> <p>What is the role of digital imaging and compositing in the field of communications and media?</p> <p>How is digital collage and compositing used in various forms of graphic communication?</p> <p>How is digital collage</p>	<p>Alter digitized images using an image manipulation program.</p> <p>Exhibit knowledge of graphic design and related software.</p> <p>Identify and apply the basic tools of Adobe Photoshop to manipulate images</p> <p>Identify the effectiveness of using layers correctly in Photoshop</p> <p>Define and apply the basic functions of the Photoshop toolbar such as the move, marquee, lasso, eraser, hand, and text tool.</p> <p>Define and apply the</p>	<p>Photoshop Composite Imaging Activity Combine 4 high-resolution images such as (person, background, creature, & vehicle) to create a composite image composition. Teacher will present examples of image compositing to students before beginning.</p> <p>Journal Writing Bring in example of a digital collage and composite image found in a magazine to discuss in class. Students will describe the way the images are fused together, effectiveness of design, and incorporation of elements and principles.</p>	<p>Photoshop Tutorials: http://www.photoshop.com/</p> <p>The Ethics of Digital Manipulation: http://www.astropix.com/HTML/J_DIGIT/ETHICS.HTM</p> <p>Digital Arts Online: http://www.digitalartsonline.co.uk/</p> <p>http://www.digitalartsonline.co.uk/tutorials/</p> <p>Advanced Photoshop Magazine & Tutorials: http://www.advancedphotoshop.co.uk/</p>

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	<p>and composite imaging applied in cover designs for books, magazines, and other publications?</p> <p>How does the manipulation of size and resolution affect digital images?</p>	<p>basic functions of pixel selection, color adjustment techniques, and painting and editing tools.</p> <p>Import and export files, understand file compression, and save files in different formats such as JPEG, TIFF, and PSD.</p>	<p>Word Wall Activity Add Photoshop terminology to word wall. Have students identify key terminology to be added. They can draw and color a keyword on a index card or similar.</p> <p>Graphic Presentation Create a presentation on poster board as a class with a list of essential Photoshop shortcuts and display in the classroom.</p> <p>Venn Diagram Create a Venn Diagram that demonstrates the similarities and differences between a composite image and a digital collage</p>	
<p>Identify and apply essential fundamental Photoshop techniques</p>	<p>What are some ways a graphic designer can increase productivity and</p>	<p>Demonstrate knowledge and application of essential fundamental</p>	<p>Research Students explore the unethical ways digital</p>	<p>Total Training: http://totaltraining.com</p>

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<p>used by graphic designers</p> <p>NJSLS: 9.3.12.AR.4, 9.3.12.AR.6, 9.3.IT-WD.4</p> <p>CCTC: AR-VIS 1.5, AR-VIS 3.3, IT-WD 04.1, IT-WD 06.2, AR-VIS 3.3, AR-VIS 3.3</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.1 CCSS.ELA-LITERACY.SL.11-12.1.C</p>	<p>streamline workflow?</p> <p>How do short-cuts streamline workflow?</p> <p>What is meant by the word resolution?</p> <p>When is it essential to use high-resolution images in design versus low-resolution images?</p>	<p>Photoshop techniques by creating a digital collage or image composite.</p> <p>Identify and demonstrate proper use of the various selection tools</p> <p>Identify tools for image and photography adjustment such as adjusting brightness, contrast, color balance, levels, and hue/saturation</p> <p>Identify ways designers incorporate type effects in Photoshop</p> <p>Identify and apply tools for text creation, design, and editing which include the text tool and creative layer effects.</p> <p>Describe the ways that graphic designers can</p>	<p>tools are used. They will research and evaluate the impact on society of the unethical use of digital tools and share their research to the class in a slideshow presentation.</p> <p><u>Graphic Quotation</u> Find a famous quote and design a graphic (text and images) that conveys the feeling of this quote.</p> <p><u>Image Adjustment Activity</u> Import a combination of scans, photographs, and online images into Photoshop. Use adjustments to adjust and improve images.</p>	<p>Layers Magazine & Tutorials: http://layersmagazine.com/ http://layersmagazine.com/category/tutorials/photoshop</p> <p>Photoshop Shortcuts: http://digital-photography-school.com/28-more-exceptionally-useful-photoshop-shortcuts/</p> <p>Photoshop Shortcuts Quick Reference: http://sharepoint.snoqualmie.k12.wa.us/mshs/dockeryj/digitalimaging/Tutorials/Quick%20Reference-%20Photoshop%20Shortcuts.pdf</p>

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		<p>streamline workflow and increase productivity</p> <p>Demonstrate application of short-cuts in Photoshop to increase productivity and streamline workflow</p> <p>Describe the ethical considerations involved in image manipulation.</p>		
<p>Identify and apply the elements of visual communication to layout design</p> <p>NJSLS: 9.3.IT-WD.1</p> <p>CCTC: AR-VIS 2.1, AR-VIS 2.2, IT-WD 06.2</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.1</p>	<p>What are the graphic elements of design?</p> <p>Why is it important to identify and use the elements of graphic design?</p> <p>Why should typography be considered important as image and information?</p> <p>What is the function of type within a design?</p>	<p>Identify the basic elements of graphic design</p> <p>Identify and describe the importance of color selection in connection with target audience</p> <p>Identify and apply the components of graphic design such as typography, illustration, symbolism, & photography in layout</p>	<p>Journal Writing Describe the importance of color selection in connection with target audience, including the color wheel, color schemes, and the psychology of color.</p> <p>Flyer Design Design a black and white flyer for a special school event incorporating typography, photography and illustration</p>	<p>Design History Lectures: http://gds.parkland.edu/gds/!lectures/</p> <p>Overview of Poster History: http://www.designhistory.org/</p> <p>Elements of Graphic Design: http://www.unahealydesign.com/elements-of-</p>

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<p>CCSS.ELA-LITERACY.W.11-12.4</p>	<p>How does font evoke a mood?</p> <p>How is text and words as powerful or more powerful than images?</p> <p>How should we evaluate slogans?</p> <p>How is photography and imagery important to layout and design in advertisement and graphic design?</p> <p>How does the role of type and visuals impact the design of a poster, book Jacket, or CD Cover?</p>	<p>Identify and analyze ways typography can be used as image and information in design</p> <p>Identify usefulness of slogans, headlines, info text, etc.</p> <p>Create examples of computer graphics in commercial applications.</p> <p>Apply color theory to select appropriate colors.</p> <p>Apply knowledge of typography.</p> <p>Discuss the anatomy of type and define terms for typography parts.</p> <p>Discuss type styles and their use as lettering or graphic design</p>	<p>Take-Out Menu Project- Part 1</p> <p>Students will find an existing take out menu that has an effective page layout and use of type. Students can present their menu to the class and can explain why they feel it has a functional harmonious layout</p> <p>Students will bring in an existing take out menu that has ineffective page layout and use of type. Students can present their menu to the class and explain why they feel it lacks functional layout and is visually weak. They will spend time showing how they would improve the menu by making markings, writing notes, etc. on the menu.</p>	<p>good-graphic-design/</p> <p>A Brief History of the Poster: http://www.internationalposter.com/about-poster-art/a-brief-history-of.aspx</p> <p>The Designer's Guide to Gestalt Theory: http://www.creativebloq.com/graphic-design/gestalt-theory-10134960</p>

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		<p>Discuss how type can be broken down into classifications of common visual characteristics called “families of type.”</p>	<p>This project can continue in the desktop publishing Unit 4 lesson.</p>	
<p>Identify and apply the principles of visual communication to design and layout</p> <p>NJSLS: 9.3.IT-WD.1, 9.3.IT-WD.2</p> <p>CCTC: AR-VIS 2.1, IT-WD 06.2</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.1 CCSS.ELA-LITERACY.W.11-12.4</p>	<p>How can I use the principles of designs to create a successful and aesthetically pleasing composition?</p> <p>How are the principles of art and design incorporated into posters and other forms of graphic design?</p> <p>What are the Laws of Gestalt?</p> <p>How do the Laws of Gestalt relate and differ to the principles of art?</p>	<p>Apply principles and elements of design</p> <p>Identify the basic principles of graphic design</p> <p>Identify the laws of Gestalt and its correlation with the principles of art</p> <p>Apply principles of design as they relate to reaching audiences, the role of design in society, and the ability to work cooperatively</p>	<p>Group Activity Cut images from magazines and paste on letter sized Bristol board to create example compositions for each of the laws of Gestalt</p> <p>Photo Thumbnail Collage mini poster in Photoshop Create a 11 x 17” collage in Photoshop for a sports team. Include the team logo in the middle and thumbnail images around.</p> <p>Writing Assessment</p>	<p>Image Input and Resolution: http://www.digitalretouch.org/download/ch_01/Resolution2.pdf</p> <p>What Makes Good Design? Basic Elements and Principles: http://blog.visme.co/elements-principles-good-design/#JGK3hI4LEVZpPSsj.99</p> <p>The Gestalt Principles: http://graphicdesign.spokanefalls.edu/tutorials/process/gestaltprinciples/ge</p>

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	<p>What are the differences between a traditional and deconstructive layout?</p> <p>How can the design process be used to create an effective layout?</p> <p>What makes page layout functional?</p> <p>How can proper use of contrast and emphasis enhance a layout?</p>	<p>Discuss and demonstrate guidelines to create a successful layout</p> <p>Differentiate between traditional and deconstructive layout</p> <p>Discuss why design is utilitarian</p> <p>Apply knowledge of design elements and principles including typography and color relationships to projects</p> <p>Define layout. Discuss use of space and demonstrate various ways to plan a page layout.</p>	<p>Students summarize how a graphic designer utilizes the principles of art to create a successful and aesthetically pleasing composition.</p>	<p>staltprinc.htm</p> <p>Gestalt Principles of Visual Perception: http://webpace.ringling.edu/~ccjones/curricula/07-08/seqdesign/Gestalt.pdf</p> <p>Gestalt Theory: http://hci.liacs.nl/files/gestalt-excerpt.pdf</p>
<p>Identify intellectual property law and rights management</p>	<p>What is plagiarism and how does it affect a business?</p> <p>How does copyright</p>	<p>Identify and discuss appropriate state intellectual property laws.</p> <p>Identify and discuss</p>	<p>Comparison Chart Create an Intellectual Property Comparison Chart to distinguish differences between the</p>	<p>US Copyright Office: http://www.copyright.gov/</p> <p>Copyright Law of USA: http://www.copyright.gov/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>NJSLS: 9.3.IT-WD.10</p> <p>CCTC: IT-WD 06.2, IT-WD 10.1, IT-WD 10.2</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.SL.11-12.1.C</p>	<p>protect the work you do?</p> <p>What are the rules concerning the use of photos and graphics, that we take, or that are posted online?</p> <p>What are the benefits of copyright and trademark?</p> <p>What are the differences between original content parody inspiration and copying?</p> <p>Why do you think it is important to be honest in ad creation?</p> <p>What are the unethical ways one can use digital tools in personal and professional life?</p>	<p>national intellectual property laws.</p> <p>Discuss the difference between copyright and trademarks.</p> <p>Examine intellectual property law and its ramifications</p> <p>Discuss copyright laws and its rights and implications</p> <p>Discuss and define the establishment of a copyright</p> <p>Discuss the financial and legal ramifications of plagiarism</p> <p>Identify appropriate government agencies to obtain copyright.</p> <p>Differentiate between</p>	<p>various types of protection. Student should add images and designs to the chart.</p> <p>Discussion and Writing Students discuss issues like plagiarism, piracy, hacking, and more. This helps them understand how decisions made can have lifelong consequences. Students will research the ways that unethical use of digital tools can affect one in the personal or professional environment.</p> <p>Mini Report and Research Students will compare and contrast various policies on filtering and censorship on a local and global scale. They will research and write</p>	<p>title17/</p> <p>Getting Started With Trademarks: http://www.uspto.gov/trademark</p> <p>Legal Resource on Patents, Trademarks, Copyrights, Fair Use, etc. http://www.bitlaw.com/index.html</p> <p>Creative Commons: https://creativecommons.org/</p> <p>Internet Censorship: Law & Policy Around the World: https://www.efa.org.au/Issues/Censor/cens3.html</p>

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		<p>ownership and authorship</p> <p>Define and Discuss Intellectual property and what it covers (Patent Industrial design)</p> <p>Discuss and explain fair use such as public domain, creative commons, residual rights, etc.</p> <p>Demonstrate knowledge and purpose of copyrighted images, Royalty Free images, the Fair Use Act and their rights and/or limitations</p>	<p>about the positive and negatives ways that digital tools and the internet censorship can affect one in personal and professional matters.</p>	
<p>Identify and apply performance tasks in the post-production phase to refine a product or project</p> <p>NJSLS:</p>	<p>How does working in RGB or CMYK affect the printing?</p> <p>What is the best way to judge designs objectively?</p>	<p>Identify key developments in the history of printing</p> <p>Ability to create print proofs and compare screen image with print</p>	<p>Class Critique Teacher and student direct critiques to discuss technical processes, decision making, progress, strengths and weaknesses in projects</p>	<p>History of Printing Timeline: https://printinghistory.org/timeline/</p> <p>Printing Terms: https://designshack.net/a</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.3.IT-WD.7</p> <p>CCTC: AR-VIS 1.3, AR-VIS 1.5, IT-WD 06.2, AR-VIS 3.3</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.1 CCSS.ELA-LITERACY.W.11-12.4</p>	<p>Why is the critique process important and beneficial?</p> <p>How might constructive criticism help make you a better designer?</p> <p>How can you work creatively while still adhering to the design criteria of your client?</p> <p>Why are presentation skills important?</p>	<p>image</p> <p>Identify differences between RGB, CMYK, and grayscale and how they should be used in the printing process</p> <p>Understand various file formats and list the advantages/disadvantages of each.</p> <p>Evaluate visual appeal.</p> <p>Create and refine design concepts.</p> <p>Develop and apply the ability to critique, defend, and support the integrity of chosen design decisions in personal projects</p> <p>Develop and apply the ability to critique and judge work as a tool in</p>	<p>so far. Students will use a rubric for self-assessment and evaluate peer work with a critique system. They will use the creative process, including editing/revising a product to improve the project.</p> <p>Write a Critique Students will critique a project following the 4 step critique process. (Describe, analysis, interpret, and judge). They will write 1 paragraph per step.</p> <p>History of Printing Timeline Each student selects a groundbreaking moment in the history of printing and creates a 5"x7" graphic in Photoshop. All graphics will be put together to create one</p>	<p>articles/business-articles/10-printing-terms-you-need-to-know/</p> <p>4-Step-Critique Process: http://www.wikihow.com/Critique-Artwork</p> <p>http://www.seascsfw.org/media/1/30/Four%20Step%20Art%20Critique_201301242050138707.pdf</p> <p>4 Essentials of a Design Critique: https://www.mohawkconnects.com/feltandwire/2011/04/13/the-4-essentials-of-a-design-critique/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<p>the creative and learning process</p> <p>Demonstrate ability to critique a project throughout every phase of production for accuracy, end- usage, and audience</p> <p>Identify and apply ways of refining designs based on evaluation and self-reflection.</p> <p>Demonstrate ability to articulate an understanding of the relationship between content, color typography, images, and layout</p> <p>Demonstrate ways of using visual arts terminology to communicate our personal response to</p>	<p>large timeline for display.</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		artwork. Evaluate a product for target audience and end use.		

Unit 2 Vocabulary	
Adobe Photoshop Collage Marquee Tool Crop Resolution Pixel Raster Photo Manipulation Stroke Fill Poster Principles of Art Elements of Art Laws of Gestalt Copyright Trademark Creative Commons	Typography Scale JPEG PDF TIFF PSD Critique RGB CMYK Continuation Closure Figure and Ground Similarity Proximity Royalty-Free Fair Use Typography

Suggested Unit Projects

Choose At Least One

<p>Create a black and white advertisement (flyer or poster) in Adobe Photoshop or similar software for a school fundraiser event using mostly typography and very little imagery or graphics. This project focuses on using typography as imagery.</p>	<p>Students create a poster in Adobe Photoshop or similar software. The poster should be eye-catching and informative. Types of poster designs include movie, travel, affirmation, event, and educational posters. This poster project should consider teenagers and high school students as the target audience.</p>
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Suggested Structured Learning Experiences

<p>Cooper Hewitt Smithsonian Design 2 East 91st Street (Between 5th & Madison Aves.) New York, NY (212) 849-8400 http://www.cooperhewitt.org/</p> <p>Museum of Arts and Design 2 Columbus Circle, NY, NY 10019 (212) 299-7777 http://www.madmuseum.org/</p>	<p>Solomon R. Guggenheim 1071 5th Ave New York, NY 10128 (212) 423-2500 https://www.guggenheim.org</p> <p>Montclair Museum of Art 3 S Mountain Ave Montclair, NJ 07042 973-746-5555 https://www.montclairartmuseum.org</p>
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