



## **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.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
- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
  - Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

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

## 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**

#### **Career Cluster: Arts, A/V Technology & Communications (AR)**

- 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: Visual Arts (AR-VIS)**

- 9.3.12.AR-VIS.2: **Analyze how the application of visual arts elements and principles of design communicate and express ideas.**
- 9.3.12.AR-VIS.3: **Analyze and create two and three dimensional visual art forms using various media.**

#### **Pathway: Web & Digital Communications (IT-WD)**

- 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 2.3 - Communicate the purpose of artwork, artists' intentions and the process and materials that were used to achieve it.

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

- AR-VIS 3.1 - Analyze art elements and principles of two-dimensional works of visual art in various media, including drawing, printmaking and computer software.
- 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.

## Common Core State Standards (CCSS)

### CCSS - English-Language Arts

#### Text Types and Purposes:

- CCSS.ELA-LITERACY.W.11-12.1.E Provide a concluding statement or section that follows from and supports the argument presented.

#### 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.
- CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

### CCSS - Mathematics

#### Apply geometric concepts in modeling situations:

- CCSS.MATH.CONTENT.HSG.MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).\*
- CCSS.MATH.CONTENT.HSG.MG.A.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

<b>Course:</b> Graphic Design  <b>Unit:</b> III – Branding & Logo Design, Advertisement, & Illustration  <b>Grade Level:</b> 9-12	<b>Unit Overview:</b>  This unit introduces students to the graphic design process, logo design, Adobe Illustrator, and advertisement.
<b>New Jersey Student Learning Standards (NJSLS):</b> 9.3.12.AR.4, 9.3.12.AR.6, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3, 9.3.IT-WD.7, 9.3.IT-WD.10	
<b>Common Career Technical Core (CCTC):</b> AR-VIS 1.3, AR-VIS 1.5, AR-VIS 2.1, AR-VIS 2.2, AR-VIS 2.3, AR-VIS 3.1, AR-VIS 3.3, IT-WD 04.1,	
<b>Common Core State Standards (CCSS):</b> CCSS.ELA-LITERACY.W.11-12.1.E, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.5, CCSS.MATH.CONTENT.HSG.MG.A.1, CCSS.MATH.CONTENT.HSG.MG.A.3	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<b>Apply the graphic design process in the creation of a logo, symbol, or identity mark</b>  <b>NJSLS:</b> 9.3.12.AR.6, 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3, 9.3.IT-WD.7,9.3.IT-WD.10	What is a logo?  What is the difference between a symbol and logo?  What is an Identity Mark?  What is the purpose of an identity mark?	Identify key developments in the history of logos, universal symbols, identity marks, and other forms of branding.  Define logo and identify the different types of logos.  Identify and define the	<b>Logo Critique</b> Print and pass out copies of (good and bad logos &) symbols from online sources for students to identify and analyze. Students will work in groups and share their thoughts with the class.  <b>Logo Redesign</b>	<b>Graphic Design Process:</b> <a href="http://graphicdesign.about.com/od/graphicdesignbasics/ss/process.htm#step1">http://graphicdesign.about.com/od/graphicdesignbasics/ss/process.htm#step1</a>  <b>Graphic Design Process in 7-Steps Designers Should Follow:</b> <a href="http://1stwebdesigner.co">http://1stwebdesigner.co</a>

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<p><b>CCTC:</b> AR-VIS 1.3, AR-VIS 1.5, IT-WD 04.1</p> <p><b>CCSS:</b> CCSS.ELA-LITERACY.W.11-12.1.E, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.5</p>	<p>What makes an effective logo?</p> <p>What is symbolism and what is its role in graphic communication?</p> <p>What influences can change the design of an existing logo?</p> <p>What is the difference between a corporate branding and identity?</p> <p>What are some questions that graphic designers may ask a client before beginning a project?</p> <p>How is the computer used to create logo design?</p> <p>How can the Principles of Design be used to create an eye-catching</p>	<p>various types of identity marks.</p> <p>Demonstrate design principles in developing a project such as a brochure, logo, label, textile design, or other branding project.</p> <p>Identify and address the needs of a client and audience when developing a logo</p> <p>Discuss key logo ideas and characteristics of good vs. bad logo design</p> <p>Identify and analyze universal symbol design</p> <p>Describe the purpose and function of universal symbols</p> <p>Demonstrate knowledge and application of the</p>	<p>Students will bring in an example of a bad logo or (universal) symbol and redesign it in their sketchbook. They will create a minimum of 5 concept sketches. Afterwards students present their final logo drawing. They will apply appropriate application of copyright, fair use, and/or Creative Commons while working on this assignment.</p> <p><b>Research &amp; Slideshow:</b> Choose a long-standing company or product and research its logo history. The logo should have a least 4 logo changes throughout the company's history. Write a summary and incorporate it into a slideshow. Include a timeline of the evolution</p>	<p><a href="#">m/graphic-design-process-steps/</a></p> <p><b>Principles of good logo design:</b> <a href="http://www.csun.edu/~pjd77408/DrD/356_354/354_Project_Logo_Design.pdf">http://www.csun.edu/~pjd77408/DrD/356_354/354_Project_Logo_Design.pdf</a></p> <p><b>A Design Brief:</b> <a href="https://sirvcd.files.wordpress.com/2011/02/design-brief-sample.pdf">https://sirvcd.files.wordpress.com/2011/02/design-brief-sample.pdf</a></p> <p><b>The Guide to Great Logos:</b> <a href="http://www.thelogofactory.com/logo_blog/wp-content/uploads/2011/09/Guide-to-great-logos-v1.pdf">http://www.thelogofactory.com/logo_blog/wp-content/uploads/2011/09/Guide-to-great-logos-v1.pdf</a></p>

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	identity mark or logo?	graphic design process in creating a logo design	of the logo including dates and why the logo changed.	
<p><b>Identify key aspects of the Adobe Illustrator interface and workspace</b></p> <p><b>NJSLS:</b> 9.3.12.AR.6, 9.3.12.AR-VIS.3, 9.3.IT-WD.7</p> <p><b>CCTC:</b> AR-VIS 1.5, AR-VIS 3.3, IT-WD 04.1</p> <p><b>CCSS:</b> CCSS.ELA-LITERACY.W.11-12.1.E, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.5</p>	<p>What is Adobe illustrator?</p> <p>How can Adobe Illustrator be used as a drawing tool and to create illustrations?</p> <p>What is a vector-based design and how is it created?</p> <p>Why are vector graphics important?</p> <p>How is word art created in Adobe Illustrator?</p> <p>How can Adobe Illustrator enhance design?</p> <p>What is the difference</p>	<p>Identify key developments in the history of the Adobe Illustrator.</p> <p>Identify the reasons that Illustrator is software that is industry standard for vector based work.</p> <p>Identify and demonstrate understanding of the Adobe Illustrator interface and workspace components</p> <p>Identify and define basic Illustrator terms associated with the lesson.</p> <p>Demonstrate the basics of setting up documents,</p>	<p><b>Adobe Illustrator Timeline:</b> Students work in groups to create a timeline of Adobe Illustrator over the years by using digital media and software. Include examples of various work created in Illustrator over the years. Present to class.</p> <p><b>Writing:</b> Students will select, evaluate, and critique various examples of professional graphic design artwork created in Adobe Illustrator. Students will also write about the ways Adobe Illustrator has changed and continues to impact</p>	<p><b>Adobe Illustrator:</b> <a href="http://www.adobe.com/products/illustrator.html">http://www.adobe.com/products/illustrator.html</a></p> <p><b>Illustrator CS3 Manual:</b> <a href="http://www.adobe.com/support/documentation/archived_content/en/illustrator/cs3/illustrator_cs3_help.pdf">http://www.adobe.com/support/documentation/archived_content/en/illustrator/cs3/illustrator_cs3_help.pdf</a></p> <p><b>Illustrator Default Keyboard Shortcuts:</b> <a href="https://helpx.adobe.com/illustrator/using/default-keyboard-shortcuts.html">https://helpx.adobe.com/illustrator/using/default-keyboard-shortcuts.html</a></p> <p><b>The History of Adobe Illustrator:</b> <a href="http://www.vecteezy.com/blog/2010/5/24/the-history-of-adobe-">http://www.vecteezy.com/blog/2010/5/24/the-history-of-adobe-</a></p>

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	<p>between a vector graphic and a raster based graphic?</p> <p>What are the advantages of using vector graphics in Adobe Illustrator to create a logo over pixel graphics?</p> <p>What are the basic tools in Adobe Illustrator needed to create and modify unique shapes?</p>	<p>saving files in different formats within Adobe Illustrator.</p> <p>Compare and contrast Photoshop raster graphics with Illustrator vector graphics.</p>	<p>the graphic design industry.</p> <p><b>Adobe Illustrator Tutorial:</b>            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><a href="#">illustrator</a></p>
<p><b>Identify and apply the essential tools and features of Adobe Illustrator</b></p> <p><b>NJSLS:</b>            9.3.12.AR.6, 9.3.12.AR-</p>	<p>How is Adobe Illustrator utilized to create computer graphic designs?</p> <p>What is digital fine art and how is that different</p>	<p>Identify and apply the basic tools of Adobe Illustrator to create graphics</p> <p>Demonstrate use of essential drawing tools</p>	<p><b>Adobe Illustrator Tutorial:</b>            Teacher will guide students through a tutorial on the basic tools and features of Illustrator. They will</p>	<p><b>Beginners guide to Adobe Illustrator:</b>  <a href="http://www.pgisd.org/cms/lib07/PA01916597/Centri-city/Domain/202/illustrator_for_beginners_tastytuts.pdf">http://www.pgisd.org/cms/lib07/PA01916597/Centri-city/Domain/202/illustrator_for_beginners_tastytuts.pdf</a></p>

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<p>VIS.3</p> <p><b>CCTC:</b> AR-VIS 1.5, AR-VIS 3.3, IT-WD 04.1</p> <p><b>CCSS:</b> CCSS.ELA-LITERACY.W.11-12.1.E, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.5, CCSS.MATH.CONTENT.HSG.MG.A.1</p>	<p>from commercial art</p> <p>What place does Adobe Illustrator have in the professional design world?</p> <p>How is mastery in Adobe Illustrator an essential tool for graphic designers?</p> <p>What are the essential Illustrator skills a graphic designer needs?</p> <p>What skills are needed to create an image in Adobe Illustrator?</p> <p>What processes need to be done in order to complete the desired graphical need?</p>	<p>(pen, brushes, color, etc) by creating and modifying various objects</p> <p>Define and apply the basic functions of the Illustrator toolbar such as the selection, type, rectangle, line, and rotate.</p> <p>Identify and apply the various features inside the layers palette</p> <p>Apply fills and strokes within industry standard illustration software.</p> <p>Identify and apply ways to organize work using layers in Adobe Illustrator</p> <p>Create vector illustrations using layers, shape, line, and typography.</p>	<p>complete various digital drawing exercises along the way.</p> <p><b>Practice Assignment #1</b> <b>Basic Shapes &amp; Colors Composition</b> Create a non-representational design using all four of the basic shape tools. Incorporate a wide variety of fill, stroke, polygon, and colors into the design. As always, consider all the elements and principles in composition of the design.</p> <p><b>Practice Assignment #2</b> <b>Create a Representation Design</b> Create a composition that incorporates the selection, patterns, gradients tool along with</p>	<p><b>Lynda Illustrator Tutorials:</b> <a href="http://www.lynda.com/illustrator">http://www.lynda.com/illustrator</a></p> <p><b>Adobe Illustrator Story:</b> <a href="https://vimeo.com/95415863">https://vimeo.com/95415863</a></p> <p><b>Adobe Illustrator Tutorials:</b> <a href="http://brainbuffet.com/free-tutorials/">http://brainbuffet.com/free-tutorials/</a></p> <p><a href="http://maclab.guhsd.net/cs3/index.html#illustrator">http://maclab.guhsd.net/cs3/index.html#illustrator</a></p>

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			<p>shapes and colors. The shapes should be modified using the direct select tool.</p> <p><b>Practice Assignment #3</b>            Students will trace over a graphic with lots of curves by using the Pen Tool. . They will create and edit these curves to make sure they are smooth and continuous.</p> <p><b>Vector Drawing</b>            Use the pen tool to create a simple digital drawing. Students can trace over an imported image by the pen tool. Apply fills and strokes during the process. Appropriately use layers to help build the drawing.</p> <p><b>Journal Writing</b>            Bring in example of a</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			vector graphic image used as part of an advertisement. Students will analyze and describe the effectiveness of the design. They will evaluate how the designer used vector graphics to enhance the advertisement.	
<p><b>Identify and apply essential fundamental Adobe Illustrator techniques used by graphic designers</b></p> <p><b>NJSLS:</b> 9.3.12.AR.6, 9.3.12.AR-VIS.3, 9.3.IT-WD.10</p> <p><b>CCTC:</b> AR-VIS 1.5, AR-VIS 3.3,</p>	<p>Why do graphic designers need to learn Adobe Illustrator?</p> <p>How does a graphic designer know when to use Photoshop, Illustrator or other software?</p> <p>How are Illustrator tools and tool palettes utilized to create and transform vector graphics?</p>	<p>Create examples of computer graphics in commercial applications.</p> <p>Demonstrate knowledge and application of essential fundamental Illustrator techniques by creating a graphic illustration.</p> <p>Identify and demonstrate proper use of the various Adobe Illustrator</p>	<p><b><u>Pattern/Tessellation Project</u></b> Create a geometric pattern or tessellation in Illustrator. Afterwards tessellation can be imported into Photoshop to overlay it with textures and colors to create a poster.</p> <p><b><u>Research</u></b> Students explore the unethical ways digital</p>	<p><b>When to Use Adobe Illustrator vs. Photoshop vs. InDesign:</b> <a href="http://www.printwand.com/blog/when-to-use-adobe-illustrator-vs-photoshop-vs-indesign">http://www.printwand.com/blog/when-to-use-adobe-illustrator-vs-photoshop-vs-indesign</a></p> <p><b>Illustrator Mastery: 25 Techniques Every Designer Must Know:</b> <a href="http://wegraphics.net/blog/articles/illustrator-">http://wegraphics.net/blog/articles/illustrator-</a></p>

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<p>IT-WD 04.1</p> <p><b>CCSS:</b>            CCSS.ELA-LITERACY.W.11-12.1.E,            CCSS.ELA-LITERACY.W.11-12.4,            CCSS.ELA-LITERACY.W.11-12.5,            CCSS.MATH.CONTENT.HSG.MG.A.1,            CCSS.MATH.CONTENT.HSG.MG.A.3</p>	<p>How are vector graphics manipulated in Illustrator to create unified designs?</p> <p>How can the Internet be a resource for advanced imaging techniques?</p> <p>What are some of the important type features and tools of Adobe Illustrator?</p> <p>How can you create a professional vector logo with shapes?</p> <p>Why is Adobe Illustrator one of the best tools for creating logos, symbols, identity marks, etc.?</p>	<p>selection tools</p> <p>Identify and apply tools for text creation, design, and editing within Adobe Illustrator.</p> <p>Identify which software application should be used for various tasks</p> <p>Identify and demonstrate application of grouping and isolation within Illustrator</p> <p>Identify and apply tools such as the scale, shear, rotate, and reflect tool.</p>	<p>tools are used (specifically vector based software such as Adobe Illustrator and the internet). 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><b><u>Illustrator Polygonal Animal Project</u></b>            Students will use Illustrator’s tools, menus, and palettes to create an animal vector logo composed of polygonal shapes. This colorful polygonal animal should include uses of gradients, feathering, and transparency.</p>	<p><a href="http://mastery-25-techniques-every-designer-must-know/">mastery-25-techniques-every-designer-must-know/</a></p> <p><b>How To Create a Tessellating Geometric Poster Design:</b>  <a href="http://blog.spoongraphics.co.uk/tutorials/how-to-create-a-tessellating-geometric-poster-design">http://blog.spoongraphics.co.uk/tutorials/how-to-create-a-tessellating-geometric-poster-design</a></p> <p><b>Creating Geometric Patterns in Illustrator:</b>  <a href="http://veerle-v2.duoh.com/blog/comments/creating_geometric_patterns_in_illustrator/">http://veerle-v2.duoh.com/blog/comments/creating_geometric_patterns_in_illustrator/</a></p> <p><a href="http://veerle.duoh.com/design/article/creating_geometric_patterns_in_illustrator">http://veerle.duoh.com/design/article/creating_geometric_patterns_in_illustrator</a></p> <p><b>M.C. Escher Tessellations:</b>  <a href="http://edtech2.boisestate.edu/reilleyd/502/PDF/wq">http://edtech2.boisestate.edu/reilleyd/502/PDF/wq</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				<a href="#">handout_adobeescher.pdf</a>
<p><b>Identify and apply a variety of rendering techniques used in drawing and illustration essential for a graphic designer</b></p> <p><b>NJSLS:</b> 9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3</p> <p><b>CCTC:</b> AR-VIS 2.1, AR-VIS 2.2, AR-VIS 3.1,</p> <p><b>CCSS:</b> CCSS.ELA-LITERACY.W.11-12.1.E, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.5</p>	<p>What is an illustration?</p> <p>What are some applications where illustrations are utilized in graphics communications?</p> <p>What are the guidelines for a good graphic image and a bad graphic image?</p> <p>How are strengthening illustration and coloring important for the development of a graphic designer?</p> <p>What materials can be used in illustration?</p>	<p>Apply elements of art, including line, color, shape and texture to create art forms in various two-dimensional media.</p> <p>Identify and demonstrate a variety of rendering techniques used in drawing and illustration</p> <p>Create work that demonstrates color and value by using color pencil, water-based media, markers, etc.</p> <p>Demonstrate techniques that create form using color, value, and texture.</p>	<p><b>Journal Writing</b> Summarize ways graphic designers can use and incorporate drawing and illustration techniques in their work.</p> <p><b>Color Value Scale</b> Pick a color and create a color value scale consisting of nine values from light to dark. Completed value scales can be created with color pencil or watercolor.</p> <p><b>Color Illustration</b> Create 1 original color drawing/illustration composition. Focus on the geometric shapes that make up the form.</p>	<p><b>Resource for Illustrators:</b> <a href="https://illustrationage.com">https://illustrationage.com</a></p> <p><b>Illustration History:</b> <a href="http://www.illustrationhistory.org">http://www.illustrationhistory.org</a></p> <p><b>Illustration:</b> <a href="http://www.illustrationweb.us">http://www.illustrationweb.us</a></p> <p><b>Basic Sketching Techniques for the Industrial Designer:</b> <a href="http://www.jaimetreadwell.com/basic_sketching_for%20the%20industrial%20designer.pdf">http://www.jaimetreadwell.com/basic_sketching_for%20the%20industrial%20designer.pdf</a></p>

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	<p>How does color value and texture affect the illusion of depth on a 2-D surface?</p> <p>How do you use a grid to aid in composition layout?</p> <p>How do you change the intensity and value of a color?</p> <p>What are color schemes?</p> <p>What are some reasons an artist may choose to illustrate traditionally versus digitally?</p>	<p>Apply principles of art, including balance, emphasis, movement, and proportion to create a successful two-dimensional composition work of art.</p> <p>Compare and contrast differences between traditional and digital illustration.</p>	<p>Complete the drawing by applying the value scale. Completed illustrations can be imported into design software and used as part of a poster, magazine cover or other print media.</p>	
<p><b>Identify various forms of advertisement, its purpose, and the design application involved in creating ads.</b></p>	<p>What is advertising design?</p> <p>What are the pros and cons of advertising?</p>	<p>Identify various types of propaganda used in advertising.</p> <p>Discuss words and strategies used in</p>	<p><b>Writing</b>                      Using magazines or newspapers, students will find a total of five ads – one each directed toward the following</p>	<p><b>Federal Trade Commission:</b>  <a href="https://www.ftc.gov">https://www.ftc.gov</a>  <a 113="" 40="" 895="" 917"="" data-label="Page-Footer" href="https://www.ftc.gov/news-events/media-resources/truth-&lt;/a&gt;&lt;/p&gt; &lt;/td&gt; &lt;/tr&gt; &lt;/tbody&gt; &lt;/table&gt; &lt;/div&gt; &lt;div data-bbox="> <p>24   Page</p> </a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p><b>NJSLS:</b> 9.3.12.AR.4, 9.3.12.AR-VIS.2, 9.3.IT-WD.7</p> <p><b>CCTC:</b> AR-VIS 1.3, AR-VIS 1.5, AR-VIS 2.1, AR-VIS 2.2, AR-VIS 2.3, AR-VIS 3.1, AR-VIS 3.3,</p> <p><b>CCSS:</b> CCSS.ELA-LITERACY.W.11-12.1.E, CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.5</p>	<p>How does advertisement persuade you into purchasing a product?</p> <p>How did advertisement cause you to purchase a product that did not live up to the hype?</p> <p>What is the meaning of eye appeal?</p> <p>How can advertising be truthful and exciting at the same time?</p> <p>What various roles do graphic designers play in the world of advertising and marketing?</p> <p>What is the role of the FTC in advertising?</p> <p>What is the penalty for false advertising?</p> <p>What evidence is</p>	<p>advertising to communicate with targeted audiences.</p> <p>Analyze and compare various ads by the level of propaganda used.</p> <p>Analyze and compare truthful versus deceptive advertising and its consequences.</p> <p>Identify and define the elements and principles used in design communications</p> <p>Identify strategies used by graphic designers to entertain and persuade target consumers.</p>	<p>audience groups: children, teens, young adults, middle adults, and older adults. They will rewrite each ad to present the information truthfully – disregarding sales pitch. They will then rewrite each ad again without any regard for truth.</p> <p><b>Magazine Advertisement Spread</b> Students will create a magazine spread of either an honest or deceptive ad. They will present the final project to peers for review and feedback. As a guide, the teacher will provide a rubric to determine the effectiveness of the print ad. The rubric will include the elements of a printed ad with points assigned to each</p>	<p><a href="#">advertising</a></p> <p><b>Advertising History:</b> <a href="http://www.designishistory.com/design/advertising/">http://www.designishistory.com/design/advertising/</a></p> <p><b>American Advertising: A Brief History:</b> <a href="http://historymatters.gmu.edu/mse/ads/amadv.html">http://historymatters.gmu.edu/mse/ads/amadv.html</a></p> <p><b>The History of Advertising in 60 Seconds:</b> <a href="https://www.youtube.com/watch?v=7d3VAYGnXjY">https://www.youtube.com/watch?v=7d3VAYGnXjY</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	<p>required to support advertising?</p> <p>How is an effective printed ad created?</p> <p>How can text be used as a design element?</p>		<p>element.</p> <p><b><u>Honest vs. Deceptive Advertisement Research</u></b>            Students will write why they think it is important to be honest in ad creation. They will give an example of a fair and honest ad that resulted in making a purchase they were happy with. Then they will write an example of a deceptive ad. They must explain what made the advertisement deceptive and how they responded when they found out the purchase and information being relayed in the advertisement was not accurate.</p> <p><b><u>Digital Learning Game Use</u></b></p>	

<b>Student Learning Objectives (SLOs)</b>	<b>Essential Questions</b>	<b>Skills &amp; Indicators</b>	<b>Sample Activities</b>	<b>Resources</b>
			Create a learning game or quiz using online resources such as <a href="https://getkahoot.com/">https://getkahoot.com/</a> This is a great tool that can engage the entire class in learning and for assessment purposes.	

## Unit 1 Vocabulary

Logo  
Symbol  
Pictograph  
Brand  
Identity Mark  
Combination Mark  
Trademark  
Adobe Illustrator  
Vector  
Bitmap  
Pen Tool  
Stroke  
Fill  
Raster  
Live Paint  
Live Trace  
Path  
Anchor

Composition  
Media  
Medium  
Illustration  
Shading  
Saturation  
Intensity  
Gradient  
Advertisement  
Propaganda  
Target Audience  
Headline  
Slogan  
Subliminal  
Deceptive  
Endorsement  
Copy  
Marketing

## Suggested Unit Projects

*Choose At Least One*

Design a logo for a specific product or company and import into design software (Photoshop/Illustrator). Create a vector version of the logo and incorporate into a business card, t-shirt design, etc. The logo should follow all of the key ideas for a good logo. It should also comply with intellectual property laws, copyright laws and ethical practices.

Create an illustration that can be incorporated into a graphic design project for the following unit. Subject matter can vary or be selected by teacher. This illustration should incorporate color pencil shading techniques.

## Suggested Structured Learning Experiences

**Newark Museum of Art**  
 49 Washington St  
 Newark, NJ 07102  
 (973) 596-6550  
<http://www.newarkmuseum.org>

**Society of Illustrators**  
 128 East 63<sup>rd</sup> Street  
 New York, NY 10065  
 (212) 838-2560  
<http://www.societyillustrators.org>

**New Museum**  
 235 Bowery  
 New York, NY 10002  
 (212) 219-1222  
<http://www.newmuseum.org>

**Illustration House, Inc.**  
 34 West 27 Street, Suite 400  
 New York, NY 10001  
 (212) 966-9444  
<http://illustrationhouses.com>