

Graphic Design Curriculum Unit #1 Intro to Graphic Design

What is Graphic Design? How does one use Adobe Photoshop, Illustrator and InDesign? What are the Elements and Principles of good design?

Grade: High School	Subject: Graphic Design: Unit #1 Intro to Graphic Design
National Standard for Visual Arts	VACr2.1 Organize and develop artistic ideas and work
Enduring Understanding	Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches.
Essential Questions	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
Content Standard:	VISUAL ARTS CREATING Organize and develop artistic ideas and work
Performance Expectations (Student outcomes)	VA:Cr2.1 HSI Proficient Engage in making a work of art or design without having a preconceived plan. VA:Cr2.1.HSII Accomplished

Graphic Design Curriculum

	<p>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Cr2.1HSIII Advanced</p> <p>Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea or concept.</p>		
<p>Strategies/Modes (examples)</p> <p>Elements & Principles of Design Introduction to programs: Adobe InDesign, Illustrator & Photoshop Basic tools & functions Intro to & History of Graphic Design</p>	<p>Materials/Resources (examples)</p> <p>Notes/Handouts Examples of student work Computer technology</p>	<p>Assessments (examples)</p> <p>Finished product Department Rubric Critique</p>	

Graphic Design Curriculum Unit #2 Typography

What are typefaces and how can they be used? What are kerning and leading and how do they affect clarity? What is the purpose of font weight, size and type family? How does one manipulate lettering to create a desirable composition or effect?

Grade: High School	Subject: Graphic Design: Unit #2 Typography
National Standard for Visual Arts	VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art. VA:Re 9.1 Apply criteria to evaluate artistic work.
Enduring Understanding	Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. People evaluate art based on various criteria.
Essential Questions	How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
Content Standard:	VISUAL ARTS CONNECTING Synthesize and relate knowledge and personal experiences to make art.

	<p>VISUAL ARTS RESPONDING Apply criteria to evaluate artistic work</p>
<p>Performance Expectations (Student outcomes)</p>	<p>VA:Cn10.1.HSI Proficient Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>VA:Cn10.1.HSII Accomplished Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p> <p>VA:Cn10.1.HSIII Advanced Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p>VA:Re9.1.HSI Proficient Establish relevant criteria in order to evaluate a work of art or collection of works.</p>

	<p>VA:Re9.1.HSII Accomplished Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>VA:Re9.1.HSIII Advanced Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>	
<p>Strategies/Modes (examples)</p> <p>Typefaces/Fonts Kerning & Leading Serif/Sans Serif Type Families & Basic Fonts Weights & Sizes Tools & Functions: Textbox, selection, rotation</p>	<p>Materials/Resources (examples)</p> <p>Notes/Handouts Examples of student work Computer technology</p>	<p>Assessments (examples)</p> <p>Finished product Department Rubric Critique</p>

Graphic Design Curriculum Unit #3 Color & Printing

What is the difference between RGB and CMYK? What is flat color? What is the Pantone Matching System and how does it work? How do you convert files to CMYK?

Grade: High School	Subject: Graphic Design: Unit #3 Color & Printing
National Standard for Visual Arts	<p align="center">VA:Cr 2.1 Organize and develop artistic ideas and work VA: Cr3.1 Refine and complete artistic work</p>
Enduring Understanding	<p>Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>
Essential Questions	<p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>
Content Standard:	<p align="center">VISUAL ARTS CREATING</p> <p>Organize and develop artistic ideas and work</p> <p align="center">VISUAL ARTS CREATING</p> <p>Refine and complete artistic work</p>

<p>Performance Expectations (Student outcomes)</p>	<p>VA:Cr2.1HSI Proficient Engage in making a work of art or design without having a preconceived plan</p> <p>VA:Cr2.1HSII Accomplished Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Cr2.1HSIII Advanced Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea or concept.</p> <p>VA:Cr3.1.HSI Proficient Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p>

	<p>VA:Cr3.1.HSII Accomplished Engage in constructive critique with peers, then reflect on, re-engage, revise and refine works of art and design in response to personal artistic vision.</p> <p>VA:Cr3.1.HSIII Advanced Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	
<p>Strategies/Modes (examples)</p> <p>RGB vs CMYK Pantone Matching System Color Proofs & Tests CMYK conversion Digital vs Conventional printing Applying color in Illustrator & Photoshop</p>	<p>Materials/Resources (examples)</p> <p>Notes/Handouts Examples of student work Computer technology Pantone Website</p>	<p>Assessments (examples)</p> <p>Finished product Department Rubric Critique</p>

Graphic Design Curriculum Unit #4 Photo Manipulation & Symbolic Communication

What is symbolic communication? How can one effectively relay a message without using words? What techniques and tools can be used to manipulate a photograph using Adobe Photoshop?

Grade: High School	Subject: Graphic Design: Unit #4 Photo Manipulation & Symbolic Communication
National Standard for Visual Arts	VA:Pr5.1 Develop and refine artistic techniques and work for presentation. VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
Essential Questions	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
Content Standard:	VISUAL ARTS PRESENTING Develop and refine artistic techniques and work for presentation. VISUAL ARTS CONNECTING

	Synthesize and relate knowledge and personal experiences to make art.
Performance Expectations (Student outcomes)	<p>VA:Pr5.1.HSI Proficient Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>VA:Pr5.1.HSII Accomplished Evaluate, select , and apply methods or processes appropriate to display artwork in a specific place.</p> <p>VA:Pr5.1.HSIII Advanced Investigate, compare, and contrast methods for preserving and protecting art.</p> <p>VA:Cn10.1.HSI Proficient Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>VA:Cn10.1.HSII Accomplished Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p> <p>VA:Cn10.1.HSIII Advanced Synthesize knowledge of social, cultural, historical and personal life with art-making approaches to create meaningful works of art or design.</p>

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p data-bbox="170 451 621 591">Basics of photo manipulation Tools & Filters/effects in Adobe Photoshop Relaying a message without words</p>	<p data-bbox="814 451 1152 553">Notes/Handouts Examples of student work Computer technology</p>	<p data-bbox="1455 451 1705 553">Finished product Department Rubric Critique</p>

Graphic Design Curriculum Unit #5 Logo Design

What is a logo and what makes a good logo design? How can one go about creating an effective personal logo and business card?

Grade: High School	Subject: Graphic Design: Unit #5 Logo Design
National Standard for Visual Arts	<p>VA:Pr5.1 Develop and refine artistic techniques and work for presentation. Apply criteria to evaluate artistic work.</p> <p>VA:Re.9.1 Apply criteria to evaluate artistic work.</p> <p>VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art</p>
Enduring Understanding	<p>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p>People evaluate art based on various criteria.</p> <p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p>

<p>Essential Questions</p>	<p>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p>How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>
<p>Content Standard:</p>	<p>VISUAL ARTS PRESENTING Develop and refine artistic techniques and work for presentation.</p> <p>VISUAL ARTS RESPONDING Apply criteria to evaluate artistic work.</p> <p>VISUAL ARTS CONNECTING Synthesize and relate knowledge and personal experiences to make art.</p>

<p>Performance Expectations (Student outcomes)</p>	<p>VA:Pr5.1 HSI Proficient Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>VA:Pr5.1.HSII Accomplished Evaluate, select , and apply methods or processes appropriate to display artwork in a specific place.</p> <p>VA:Pr5.1.HSIII Advanced Investigate, compare, and contrast methods for preserving and protecting art.</p> <p>VA:Re9.1.HSI Proficient Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>VA:Re9.1.HSII Accomplished Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>VA: Re9.1.HSIII Advanced Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>
---	---

	<p>VA:Cn10.1.HSI Proficient Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>VA:Cn10.1.HSII Accomplished Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p> <p>VA:Cn10.1.HSIII Advanced Synthesize knowledge of social, cultural, historical and personal life with art-making approaches to create meaningful works of art or design.</p>	
<p>Strategies/Modes (examples)</p> <p>Popular logo designs Transformation of designs over time Creation of product logo Presentation of personalized logo and business card Formatting</p>	<p>Materials/Resources (examples)</p> <p>Notes/Handouts Examples of student work Computer technology</p>	<p>Assessments (examples)</p> <p>Finished product Department Rubric Critique</p>

Graphic Design Curriculum

Graphic Design Curriculum Unit #6 Invention & Product Design

How do you create an effective advertisement using Adobe programs? What makes a particular design effective? How do you utilize programs such as Illustrator to compose a poster or flyer?

Grade: High School	Subject: Graphic Design: Unit #6 Invention & Product Design
National Standard for Visual Arts	VA:Cr2.1 Organize and develop artistic ideas and work. Va:Cr3.1 Refine and complete artistic work.
Enduring Understanding	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Essential Questions	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
Content Standard:	VISUAL ARTS CREATING Organize and develop artistic ideas and work. VISUAL ARTS CREATING

Graphic Design Curriculum

	Refine and complete artistic work.
Performance Expectations (Student outcomes)	<p>VA:Cr2.1HSI Proficient Engage in making a work of art or design without having a preconceived plan</p> <p>VA:Cr2.1HSII Accomplished Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Cr2.1HSIII Advanced Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea or concept.</p> <p>VA:Cr3.1.HSI Proficient Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p>

	<p>VA:Cr3.1.HSII Accomplished Engage in constructive critique with peers, then reflect on, re-engage, revise and refine works of art and design in response to personal artistic vision.</p> <p>VA:Cr3.1.HSIII Advanced Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	
<p>Strategies/Modes (examples) Creation of unique product Clear & appropriate advertisement of product Proper formatting & desirable composition Effective typography & illustration Creation of poster/ flier</p>	<p>Materials/Resources (examples) Notes/Handouts Examples of student work Computer technology</p>	<p>Assessments (examples) Finished product Department Rubric Critique</p>

Graphic Design Unit # 7 Cumulative Professional Design

How will you implement color, various tools and effects to create a professional design? How can you utilize typography, illustration and photo manipulation creatively and effectively in one comprehensive design?

<p>Grade: High School</p>	<p>Subject: Graphic Design: Unit 7 Cumulative Professional Design</p>
<p>National Standard for Visual Arts</p>	<p>#VA:Cr3.1 Refine and complete artistic work</p> <p>#VA:Pr5.1 Develop and refine artistic techniques and work for presentation.</p> <p>#VA:Re.9.1 Apply criteria to evaluate artistic work.</p>
<p>Enduring Understanding</p>	<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p>People evaluate work based on various criteria.</p>
<p>Essential Questions</p>	<p>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>

Graphic Design Curriculum

	<p>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>
<p>Content Standard:</p>	<p>VISUAL ARTS CREATING Refine and complete artistic work</p> <p>VISUAL ARTS PRESENTING Develop and refine artistic techniques and work for presentation.</p> <p>VISUAL ARTS RESPONDING Apply criteria to evaluate artistic work</p>
<p>Performance Expectations (Student outcomes)</p>	<p>VA:Cr3.1.HSI Proficient Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Cr3.1.HSII Accomplished Engage in constructive critique with peers, then reflect on, re-engage, revise and refine works of art and design in response to personal artistic vision.</p>

VA:Cr3.1.HSIII Advanced

Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

VA:Pr5.1.HSI Proficient

Analyze and evaluate the reasons and ways an exhibition is presented.

VA:Pr5.1.HSII Accomplished

Evaluate, select , and apply methods or processes appropriate to display artwork in a specific place.

VA:Pr5.1.HSIII Advanced

Investigate, compare, and contrast methods for preserving and protecting art.

VA:Re9.1.HSI Proficient

Establish relevant criteria in order to evaluate a work of art or collection of works.

VA:Re9.1.HSII Accomplished

Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

	<p>VA:Re9.1.HSIII Advanced Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>	
<p>Strategies/Modes (examples)</p> <p>Cumulative professional design Effective typography, photo manipulation & illustration Appropriate use of color Use of various tools & Implementation of effects using Adobe programs</p>	<p>Materials/Resources (examples)</p> <p>Notes/Handouts Examples of student work Computer technology</p>	<p>Assessments (examples)</p> <p>Finished product Department Rubric Critique</p>

Graphic Design Curriculum

Graphic Design Curriculum

Graphic Design Curriculum

Graphic Design Curriculum