

Fair Lawn Public Schools
Fair Lawn, NJ



Advanced Honors Graphic Design

Full Year Course - Grade 10-12

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Fair Lawn District Mission

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience.

We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline, responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

Department of Fine Art Mission Statement

The course offerings of the Fine Art Department provide all Fair Lawn High School students the opportunity to grow aesthetically; to develop and expand a critical awareness of their cultural heritage; and to acquire the skills needed to distinguish the fine from the mundane. The intent is to help students increase their perception and awareness of the environment, to encourage an imaginative and creative approach to problem solving, and to develop self-discipline and confidence. The varied courses offered by the Fine Art Department are designed to challenge all students to achieve higher levels of performance and appreciation.

New Jersey Core Curriculum Content Standards

Visual Arts:

Standard 1.1 (the creative process) all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.

Standard 1.2 (history of the arts and culture) all students will understand the role, development, and influence of the arts throughout history and across the cultures.

Standard 1.3 (performance) all students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.

Standard 1.4 (aesthetic responses and critique methodologies) all students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

For more specific details go to: <http://www.state.nj.us/education/cccs/standards/1/index.html>

Cross Curricular Core Content Standards

The units in this curriculum reflect the integration of the New Jersey Language Arts/Literacy, Mathematics, Science, Social Studies, Technology Literacy, and 21st-Century Life and Careers Core Curriculum Content Standards.

These integrated standards are:

Language Arts/Literacy – CCCS 3.1.E 1-5; 3.1.F 1-2; 3.1.H 1-7; 3.2.A 1-13; 3.2B 8-10; 3.2.C 1-5, 7, 9; 3.2.D 2, 4, 12; 3.3.A 1-3, 5; 3.3.B 5-6; 3.3.C 1-3; 3.4, 3.5.A 1-8; 3.5.B 1-7; 3.5.C 1-4

Mathematics – CCCS 4.2: 4.4.A 1-3; 4.4 B 1-2; 4.4 C 1; 4.5 E 1-3

Science – CCCS 5.2.P.A.1; 5.2.8.A.3; 5.2.4.B.1; 5.2.12.C.2

Social Studies – CCCS 6.1.P.D.1,2,3,4; 6.1.12.D.3.e; 6.1.12.D.8.b; 6.1.12.D.14.f

Technology Literacy – CCCS 8.1; 8.2

21st-Century Life and Careers – CCCS 9.1; 9.2

Common Core State Standards Initiative (2010)

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

Examples of these standards:

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus)

njccs.nj.gov/

Course Synopsis

The arts have been a part of society from the very beginning, describing, defining, and deepening the human experience. Graphic design, a form of visual communication, adds dimension to the environment we live in and enriches our daily experience. The way in which we see the world is constantly changing. Graphic design both reflects and helps to shape the world around us. It provides a new visual language and molds our perception of reality. In the fast-paced technological society of today, it is advantageous to be literate and capable in numerous technology-based media for future application in life. Knowledge of design principles, composition, typography, photography, color, computers, software, and many other vital components of visual literacy are increasingly important in today's global society. A majority of corporations and industries have in-house designers for their visual communication needs including: newsletters, advertisements, magazines, newspapers, and web design. In order to become visually literate, it is important to understand the theory, history, and culture of graphic communication. By enabling students to further investigate theories and software and master practical visual arts skills, we are providing them with a valuable resource for the rest of their lives and helping them to successfully attain their future goals.

Intermediate Graphic Design will change the way the student identifies and relates to visual communication. It will effectively impart that both critical thinking skills and knowledge of strategy, analysis, audience assessment, application, and graphic design concepts are necessary proficiencies of a successful Graphic Designer. In visual communication of any kind, verbal and visual elements of communication are indivisible. Imagery and words are processed similarly today; therefore, a designer must treat words with the same respect that is accorded to graphics. The use of the most up-to-date technology, including current software and hardware, along with hands-on experience will allow students to effectively combine the "word" with "art." Students will comprehend the necessity of devising a design plan based on research and understanding of a problem. Intermediate Graphic Design will provide students with competence in typography, color, art, illustration, photography, sketches, layouts and up-to-date technology including professional software, graphic printers, scanners and digital cameras. Students will acquire a basic understanding of printing, production, public relations, newsletters, advertising, magazine layouts, newspapers and Internet capabilities.

Course Benchmarks

1. The student will be able to recognize and reproduce effective visual communication.

2. The student will be able to understand and utilize appropriate vocabulary in discussing, both written and verbal, their work and the work of others.
3. The student will be able to transform the way technology is viewed as an art media.
4. The student will be able to utilize the common vocabulary of a graphic designer.
5. The student will be able to catalyze enthusiasm, perspective and creation.
6. The student will be able to create order through function.
7. The student will be able to engage the audience and convey messages.
8. The student will be able to demonstrate advanced skills in Adobe Suite technology.

Scope and Sequence

Marking Period 1

Unit I – The Creative Process

Creating a Web Portfolio

The student will be able to register for, design, curate and maintain a digital portfolio in order to showcase their work throughout the year.

Unit II – The Elements and Principles of Design

Critical Analysis

The student will be able to understand and utilize appropriate vocabulary in discussing, both written and verbal, their work and the work of others.

Unit III – Arts & Culture

Personal Logo and Brand Design

The student will develop a unique personal logo and brand identity.

Unit IV –The Creative Process

Photography & Digital Editing

The student will demonstrate mastery of digital photography and the use of Adobe CS6 by creating a split personality self-promotional piece.

Marking Period 2

Unit V – Arts & Culture

Historical Typographic Implementation

The student will be able to demonstrate knowledge of the appropriate application of various type styles as represented by different cultures, genres, and time periods through package design.

Unit VI – The Creative Process

Product Design

The student will be able to demonstrate an ability to work in groups to extrapolate design concepts in order to create a shoe design for Vans Custom Culture.

Unit VII – The Creative Process

Minimalist Poster

The student will be able to demonstrate an ability to synthesize ideas and concepts in order to create iconographic imagery for a pop culture element.

Unit VIII –The Creative Process

Illustration Design

The student will be able to demonstrate a mastery of Adobe Illustrator by creating a poster that displays an exploded view of a complex technical machine or device.

Marking Period 3

Unit IX – Arts & Culture

The History of Graphic Designers

The student will be able to gain an appreciation of the various styles of graphic design throughout history by creating a tribute poster for a specific designer, in the style of that designer.

Unit X – The Creative Process

Communication Design

The student will be able to work within a group framework in order to design and execute a series of educational homographic flashcards for primary school children.

Unit XI – The Creative Process

Book Design

The student will be able to plan and execute a design for a tunnel book that details a specific scene from literature.

Unit XII –The Creative Process

Infographic Design

The student will be able to demonstrate a mastery of layout, composition, type and graphics by creating a thoroughly researched infographic.

Marking Period 4

Unit XIII – The Creative Process

Package Design

The student will demonstrate an ability to design and construct product packaging that meets industry standards.

Unit XIV – The Creative Process

Alternative Processes Exploration

The student will be able to explore a variety of graphic design media processes, traditional or digital, of their choice.

Unit XV – The Creative Process

Personal Expression

The student will evaluate personal design preferences (Illustration, Photography, Layout, etc.) and personal design styles in order to determine a focus area of study.

Unit XVI – The Creative Process

Final Project

The student will develop a final project concept in order to demonstrate technical ability and theoretical comprehension. Final projects are to be determined on an individual basis, after consultation with the teacher.

Marking Period 1

Unit I The Creative Process Creating a Web Portfolio

Goal 1: The student will be able to register for, design, curate and maintain a digital portfolio in order to showcase their work throughout the year.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 1.1. Register for an online portfolio account. (1.1, 1.2)
- 1.2. Create a web based portfolio. (1.1, 1.2)
- 1.3. Maintain the portfolio as necessary. (1.5)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

What is the value of having an online portfolio?

How does an online portfolio lend itself to the field graphic design?

What are the drawbacks to creating an online portfolio?

Enduring Understandings

Form and function are influenced by the needs of a culture and/or society.

As technology evolves, the designer must also evolve in order to effectively communicate with society.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Learning Activities:

Demonstration of online registration processes. (*knowledge*)

Individual Activity:

Each student will create a web-based portfolio with basic design and layout personalization.

(*Application, synthesis*)

Assessment: Group Critique (evaluation) Grade based on rubric guidelines: Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/ Responsibility

Unit II The Elements and Principles of Design

Critical Analysis

Goal 2: The student will be able to understand and utilize appropriate vocabulary in discussing, both written and verbal, their work and the work of others.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**The student will be able to:**

- 2.1. Identify appropriate Design vocabulary and utilize to explain individual works Design(1.1,1.3)
- 2.2. Identify the elements and principles of design and apply them to individual works Design (1.3)
- 2.3. Create a written critical analysis of a piece of Graphic Design art (1.1,1.3,1.4)

Essential Questions/ Sample Conceptual Understandings**Essential Questions**

How does each of the elements of design support each other in a final Graphic Design composition?

What is the role of form and function in Graphic Design?

How does having the ability to communicate about Graphic Design assist in creating it?

Enduring Understandings

By studying the works of the masters, we can improve our own technique

Communicating about art can increase technical skill and problem solving abilities.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

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Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Communication Arts Monthly magazine, Graphics Magazine

Learning Activities:

Distribute vocabulary sheet, to be completed by student as the terms are covered. (*knowledge*)

Class Activity:

Project an image of a piece of Graphic Design on the board. To the side of it, write each of the elements and principles of design, leaving a blank space next to each one. As a class, go over the definition of each one. Select one student for each term to write on the board, how the element or principle is demonstrated in the work of art. (*Evaluation, Analysis, Comprehension*)

Individual activity: Distribute a chart that outlines each of the elements and principles of design. Using brief or one-word answers, students should respond to a selected work of art for each term. Using the chart as a guide, students will create a written critical analysis, in paragraph form, using the following guidelines for organization:

- I. Describe
- II. Analyze
- III. Interpret
- IV. Evaluation (*evaluation, analysis, comprehension*)

Unit III - Arts & Culture**Personal Logo and Brand Design**

Goal 3: The student will develop a unique personal logo and brand identity.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 3.1 Understand the use of Logo design through the ages to Contemporary society. (1.1,1.5)
- 3.2. Understand how history and culture effect the various periods of logo development. (1.5)
- 3.3. Explore how Contemporary Design is influenced by historical methods of production? (1.5)

Essential Questions/ Sample Conceptual Understandings**Essential Questions**

How have cultures used Graphics (logo/icon design) as a means of function and expression through the ages?

What are common uses of graphic identity throughout history?

How are Contemporary Artists influenced by traditional methods of production?

What is the importance of logo designs?

What is the importance of branding identity?

Enduring Understandings

Art and culture are reflections of historical events and influenced by each other

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Instructional Tools :

PowerPoint: Review of Logo design and branding identity (*knowledge*)

Resources:

Text: *History of Nike Swoosh, FedEx, BMW logos (Google)*

Learning Activities:

Individual activity: Students will research a variety of logo designs in order to develop their own unique, personal logo design and brand concept. This logo and brand will be used throughout the year on individual projects. (*Knowledge, application*)

Assessment Final concepts will be graded on the following criteria:

Originality, Creativity, Effort

Unit IV The Creative Process**Photography and Digital Editing**

Goal 4: The student will demonstrate mastery of digital photography and the use of Adobe CS6 by creating a split personality self-promotional piece.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**The student will be able to:**

- 4.1. Demonstrate knowledge and mastery of Adobe Photoshop CS6 (1.1, 1.2)
- 4.2. Demonstrate knowledge and mastery of the use of digital cameras (1.1, 1.2)
- 4.3. Design a photographic composition that demonstrates application of the E&P of Design (1.1, 1.2)

Essential Questions/ Sample Conceptual Understandings**Essential Questions**

How does the concept of self and identity shape the way we interact with the world?

In what way do visual messages communicate ideas to an audience without language or text?

Why is it said that Photoshop is 'just a tool'?

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Learning Activities:

Demonstration (tutorials and one on one assistance in Adobe Photoshop and digital camera use):

Finishing and finalizing a composition (*knowledge*)

Individual Activity:

Each student will create a singular composition that explores the concept of self and identity. Through digital imagery students will 'describe' the many facets of their unique personalities. Images will be rendered in CMYK format, with consideration given to the emotional impact of color, layout, unity, rhythm and flow. (*Application, synthesis*)

Assessment: Group Critique (evaluation) Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

Marking Period 2**Unit V – Arts & Culture****Historical Typographic Implementation**

Goal 5: The student will be able to demonstrate knowledge of the appropriate application of various type styles as represented by different cultures, genres, and time periods through package design.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 5.1. Understand the use of typography through the ages to Contemporary society. (1.1,1.5)
- 5.2. Understand how history and culture effect the various periods of typography development. (1.5)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How have cultures used typography as a means of function and expression through the ages?

What are common uses of typography throughout history?

How are Contemporary Artists influenced by traditional methods of production?

Enduring Understandings

Art and culture are reflections of historical events and are influenced by each other

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Instructional Tools :

PowerPoint: Review of the development of typography. (*knowledge*)

Resources:

Fonts.com, History of Typography

Learning Activities:

Small group activity: Students will classify different typefaces according to style, historical period, genre, or culture. Emotional and social attributes will be applied to each classification. Students will present their collections to the class. (*Knowledge, application*)

Individual activity: Students will create a package for a modern consumer product (iPod, toaster, razor, etc.) in a specific historic or cultural style. Package designs will consist ONLY of typographic elements. (*Knowledge, application*)

Unit VI - The Creative Process

Product Design

Goal 6: The student will be able to demonstrate an ability to work in groups to extrapolate design concepts in order to create a shoe design for Vans Custom Culture.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**The student will be able to:**

- 6.1. Identify contemporary cultural icons (1.5)
- 6.2. Demonstrate an understanding of the elements and principles of design (1.3)

Essential Questions/ Sample Conceptual Understandings**Essential Questions**

What inspires the contemporary Graphic Designer? What does it mean to be “altered?”

What are some methods used in contemporary design that convey meaning and shape culture?

Enduring Understandings

The success of experimentation and risk are contingent upon trial and error and educated guessing.
Proper technique is essential in successful outcomes

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

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Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Learning Activities:

PowerPoint Presentation: Review of previous designs. (*knowledge*)

Small Group Activity:

Students will design and execute concepts for Vans Custom Culture shoes.
(*application, synthesis*)

Assessment:

Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/
Responsibility

Unit VII - The Creative Process**Minimalist Poster**

Goal 7: The student will be able to demonstrate an ability to synthesize ideas and concepts in order to create iconographic imagery for a pop culture element.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**The student will be able to:**

- 7.1. Identify core elements of pop culture. (1.5)
- 7.2. Deconstruct a complex concept to be represented by it's core elements (1.1, 1.2)
- 7.3. Demonstrate an understanding of the elements and principles of design (1.3)

Essential Questions/ Sample Conceptual Understandings**Essential Questions**

When thinking of pop culture iconography, what are the key elements that stand out?
How much information can be removed from a graphic visual before it becomes illegible?

Enduring Understandings

The success of experimentation and risk are contingent upon trial and error and educated guessing.
Proper technique is essential in successful outcomes

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Learning Activities:

PowerPoint Presentation: Minimalist design, how to convey big meanings with little imagery.
(knowledge)

Individual Activity:

Students will create a poster design using minimalistic design techniques for a pop culture element of contemporary society. Specific categories will change on a rotating basis. Adobe Illustrator must be used.
(application, synthesis)

Assessment:

Grade based on rubric guidelines:
Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/
Responsibility

Unit VIII - The Creative Process**Illustration Design**

Goal 8: The student will be able to demonstrate a mastery of Adobe Illustrator by creating a poster that displays an exploded view of a complex technical machine or device.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**The student will be able to:**

- 8.1. Identify the works of Contemporary Graphic Designers (1.5)
- 8.2. Create and deconstruct a complex technical machine or device through basic images. (1.1, 1.2, 1.3)
- 8.3. Demonstrate an understanding of the elements and principles of design (1.3)

Essential Questions/ Sample Conceptual Understandings**Essential Questions**

When deconstructing a complex technical device, why is silhouette a good choice?

In what way can the layout and composition of the various parts enhance the readers understanding of the whole?

Enduring Understandings

The success of experimentation and risk are contingent upon trial and error and educated guessing.
Proper technique is essential in successful outcomes

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Learning Activities:

PowerPoint Presentation: Overview of technical data illustration, parts construction, and the 'exploded view illustration'. (*knowledge*)

Individual Activity:

Students will create an illustrated poster that is a visual map of an exploded view of a technical device or machine. Mastery of Adobe Illustrator will be demonstrated through this assignment, as well as intimate knowledge of the chosen device, and how well the student has researched its components. Layout and composition (arrangement) of the final elements is key to this assignment. (*application, synthesis*)

Assessment:

Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

Marking Period 3**Unit IX - Arts & Culture****The History of Graphic Designers**

Goal 9: The student will be able to gain an appreciation of the various styles of graphic design throughout history by creating a tribute poster for a specific designer, in the style of that designer.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 9.1. Identify the works of Contemporary Graphic Designers (1.5)
- 9.2. Create a poster reminiscent of a specific style (1.1, 1.2)
- 9.3. Demonstrate an understanding of the elements and principles of design (1.3)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

What inspires the contemporary Graphic Designer? What does it mean to be “altered?”

What are some methods used in contemporary design?

What are some computer techniques that can be introduced in typography?

Enduring Understandings

The success of experimentation and risk are contingent upon trial and error and educated guessing.

Proper technique is essential in successful outcomes

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Instructional Tools :

PowerPoint: Review of graphic designers and their styles (*knowledge*)

Learning Activities:

Individual activity: Students research a specific graphic designer and create a tribute poster (with Photoshop or Illustrator) in the style of the designer. (*Knowledge, application*)

Assessment:

Accuracy, Creativity, Effort

Unit X - The Creative Process

Communication Design

Goal 10: The student will be able to work within a group framework in order to design and execute a series of educational homographic flashcards for primary school children.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**The student will be able to:**

- 10.1. Create and comp a flashcard. (1.1, 1.2)
- 10.2. Identify common homographs. (1.1, 1.2)
- 10.3. Show recognition of a style or flow to set branding. (1.5)

Essential Questions/ Sample Conceptual Understandings**Essential Questions**

What are homographs and how do they affect graphic design?
 What is the importance of clear verbal communication in graphic design?

Enduring Understandings

Form and function are influenced by the needs of a culture and/or society
 Proper technique is essential in successful outcomes

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Small Group Activity:

Peer Coaching: Students will work in groups to identify and develop homographs. (*comprehension, application, evaluation*)

Individual Activity:

Each student will construct a series of three flashcards that depict individual homographs. (*Application, synthesis*)

Assessment: Group Critique (evaluation) Grade based on rubric guidelines: Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/ Responsibility

Unit XI The Creative Process**Book Design**

Goal 11: The student will be able to plan and execute a design for a tunnel book that details a specific scene from literature.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**The student will be able to:**

- 11.1. Research a variety literary scenes. (1.1, 1.2)
- 11.2. Concept, brainstorm, sketch three different designs inspired by the research (1.1, 1.2)
- 11.3. Create a die strike Adobe Illustrator with a final design, print and comp (1.1, 1.2, 1.3)
- 11.3. Assemble the final book design in a way that illustrates the story. (1.5)

Essential Questions/ Sample Conceptual Understandings**Essential Questions**

What are the origins of book design?

How does the construction of a book, or other design element, enhance the message it is promoting?

Enduring Understandings

Form and function are influenced by the needs of a culture and/or society

Proper technique is essential in successful outcomes

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Learning Activities:

Demonstration (tutorials and one on one assistance in Adobe Illustrator):

Foundations of tunnel book design (research, brainstorm, sketch, illustrate, comp)

Finishing and finalizing book design (*knowledge*)

Small Group Activity:

Peer Coaching: Students will work in groups of two practicing die strike creation in Adobe Illustrator.

Students will coach each other, observing and correcting proper technique as they work. (*comprehension, application, evaluation*)

Individual Activity:

Each student will create a book design that meets the following criteria: Communicates something about the story, variety in color and style. Craftsmanship in construction. (*Application, synthesis*)

Assessment: Group Critique (evaluation) Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

Unit XII The Creative Process**Infographic Design**

Goal 12: The student will be able to demonstrate mastery of layout, composition, type and graphics by creating a thoroughly researched infographic.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**The student will be able to:**

- 12.1. Research a variety of infographics interesting to the designer (1.1, 1.2)
- 12.2. Concept, brainstorm, sketch storyboards inspired by the research (1.1, 1.2)
- 12.3. Create an infographic in Illustrator (1.1, 1.2)

Essential Questions/ Sample Conceptual Understandings**Essential Questions**

What purpose do infographics serve?

Why is research of the topic essential to the success of the design?

Enduring Understandings

Form and function are influenced by the needs of a culture and/or society

Proper technique is essential in successful outcomes

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Learning Activities:

Demonstration (overview of popular infographics).

Individual Activity:

Each student will chose a topic to research. The student will then create a storyboard that demonstrates understanding of the topic, including statistical information and applicable graphics. (*Application, synthesis*)

Assessment: Group Critique (evaluation) Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

Marking Period 4**Unit XIII - The Creative Process****Package Design**

Goal 13: The student will be able to design and construct product packaging that meets industry standards.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 13.1. Understand the use of packaging design through the ages to Contemporary society(1.1,1.5)
- 13.2. Understand how history and culture effect the various periods of packaging development.(1.5)
- 13.3. Explore how Contemporary Design is influenced by historical methods of production?(1.5)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How have cultures used packaging design as a means of function and expression through the ages?

What are common uses of packaging design throughout history?

How are Contemporary Artists influenced by traditional methods of production?

Enduring Understandings

Art and culture are reflections of historical events and influenced by each other

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Instructional Tools :

PowerPoint: Introduction to packaging design and branding identity (*knowledge*)

Resources:

<http://www.1stwebdesigner.com/inspiration/showcase-creative-beautiful-package-designs/>

<http://www.onextrapixel.com/2010/08/13/35-unique-interesting-product-packaging-designs/>

<http://slodive.com/design/cool-packaging-design/>

<http://abduzeedo.com/tags/packaging-design>

Learning Activities:

Small group activity: Students will assemble a “collection” of packages from products that are similar to their product. For each piece of artwork collected, indicate the elements and principles of Art and Design used and function, if any, of the work of art. Each group will present their art collection to the class.

(Knowledge, application)

Assessment Reference packages will be graded on the following criteria: Accuracy, Creativity, Effort

Unit XIV - The Creative Process

Alternative Processes Exploration

Goal 14: The student will be able to explore a variety of graphic design media processes, traditional or digital, of their choice.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**The student will be able to:**

- 14.1. Identify the works of Contemporary Graphic Designers (1.5)
- 14.2. Create and comp into a CD case a music cover design for personal song list (1.1, 1.2)
- 14.3. Utilize assorted techniques from any Adobe program in their final CD design (1.1, 1.2, 1.3)
- 14.4. Demonstrate an understanding of the elements and principles of design (1.3)

Essential Questions/ Sample Conceptual Understandings**Essential Questions**

What inspires the contemporary Graphic Designer? What does it mean to be “altered?”

What are some methods used in contemporary Design to alter a music cover?

What are some techniques that can be introduced in cd case design?

Enduring Understandings

The success of experimentation and risk are contingent upon trial and error and educated guessing.

Proper technique is essential in successful outcomes

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

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Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Learning Activities:

PowerPoint Presentation: Introduction to CD cover design (*knowledge*)

Individual Activity:

Students will create a song list that expresses their personality and who they are at this stage in their life.

They will design a CD cover that communicates the feeling and personality of their musical choices

combining their knowledge of illustration, typography and all Adobe Creative Suite Programs.

(*application, synthesis*)

Assessment:

Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

Unit XV - The Creative Process**Personal Expression**

Goal 15: The student will evaluate personal design preferences (Illustrator, Photography, Layout, etc.) and personal design styles in order to determine a focus area.

15.1. Demonstrate an understanding of the elements and principles of design (1.3)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

What inspires the contemporary Graphic Designer? What does it mean to be “altered?”

What are some methods used in contemporary design to present own personal work?

What are some computer techniques that can be introduced in portfolio design and production?

Enduring Understandings

The success of experimentation and risk are contingent upon trial and error and educated guessing.

Proper technique is essential in successful outcomes

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Learning Activities:

Smart board tutorial on setting up digital document, and printing in “printer” booklet spreads for construction (*knowledge*)

Individual Activity:

Students will layout and design their own personal design portfolio incorporating all projects from the year. They will also design a book cover, print the entire document and comp their work in a hard cover book format. (*application, synthesis*)

Assessment:

Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

Unit XVI - The Creative Process

Final Project

Goal 16: The student will develop a final project concept in order to determine technical ability and theoretical comprehension. Final projects were to be determined on an individual basis, after consultation with the teacher.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**The student will be able to:**

- 16.1. Create and layout a digital file for presentation of personal work (1.5)
- 16.2. Create and design a book cover for personal design portfolio (1.1, 1.2, 1.3)
- 16.3. Print and comp hard cover portfolio (1.1, 1.2, 1.3)
- 16.4. Demonstrate an understanding of the elements and principles of design (1.3)

Essential Questions/ Sample Conceptual Understandings**Essential Questions**

What inspires the contemporary Graphic Designer? What does it mean to be “altered?”
 What are some methods used in contemporary design to present own personal work?
 What are some computer techniques that can be introduced in portfolio design and production?

Enduring Understandings

The success of experimentation and risk are contingent upon trial and error and educated guessing.
 Proper technique is essential in successful outcomes

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Learning Activities:

Smart board tutorial on setting up digital document, and printing in “printer” booklet spreads for construction (*knowledge*)

Individual Activity:

Students will layout and design their own personal design portfolio incorporating all projects from the year. They will also design a book cover, print the entire document and comp their work in a hard cover book format. (*application, synthesis*)

Assessment:

Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

Assessment

How to Critique and Write about Art

The following steps—description, analysis, interpretation and evaluation— are the steps in a formal critique. It is called the Feldman method. It is an established critique method that has been used by students and professionals alike for over 50 years.

Please respond to the following sections in paragraph form, using complete sentences. Use the questions provided as a guide to provide you with information for your paragraphs.

Describe (first paragraph)

This stage is like taking inventory. You want to come up with a list of everything you see in the work. Stick to the facts. Imagine that you are describing the artwork to someone over the telephone.

LIST

Name of artist, title of project, or material used to define the project.

Since this is an in-class critique of another student's work, simply list their name.

For example, "This is a critique of Judy Blume's glass fused final project"

NOTE FIRST IMPRESSION

Make a note of your first spontaneous reaction to the artwork. By the end of the process you may understand your first impression better or you may even change your mind. There are no wrong answers.

Analyze (second paragraph)

Try to figure out what the artist has done to achieve certain effects. You should refer to your first impressions and try to explain how the artwork achieves that reaction.

Q. Use the vocabulary you learned in class. For example, fusing, slumping, jump ring, contrast, positive and negative space, etc.

Q. How are the elements of art (color, shape, line, texture, space, form, value) and the principles of design (balance, contrast, emphasis, movement/rhythm, unity, variety) used in this artwork?

Q. What do you notice about the artist's choice of materials?

Q. What grabs your attention in the work? Refer to your first impression.

Interpret (third paragraph)

Try to figure out what the artwork is about. Your own perspectives, associations and experiences meet with "the evidence" found in the work of art. All art works are about something. Some art works are about color, their subject matter, and social or cultural issues. Some art works are very accessible — that is, relatively easy for the viewer to understand what the artist was doing. Other works are highly intellectual, and might not be as easy for us to readily know what the artist was thinking about.

Q. What is the theme or subject of the work? What mood or emotions does the artwork communicate?

Q. What is the work about; what do you think it means?

Q. Why do you think that artist created this work? (in this case, why did they choose this subject?)

Q. What do you think the artist's view of the world is?

Judgement/Evaluate (fourth paragraph)

This is a culminating and reflecting activity. You need to come to some conclusions about the artwork based on all the information you have gathered and on your interpretations. Evaluate the craftsmanship and technique.

Q. Does the work communicate an idea?

Q. Are you moved by the work?

Q. Have your thoughts or feelings about the artwork changed since your first impression?

If so, how? What made you change your mind?

Q. If not, can you now explain your first reaction to the work?

Q. What have you seen or learned from this work that you might apply to your own artwork or your own thinking?

Idea Sketch

After critiquing and evaluating this artwork, create several idea sketches and chose one to illustrate what the student could do to improve their work if they were to recreate it from start to finish. You are essentially resolving any problems with the project by redesigning the piece, keeping what you thought was strong in the piece and changing anything you thought was weak or suggesting another option on how to improve the piece or simply to do it differently. Your sketch must clarify the new direction and label areas where you might suggest using any non-traditional materials. Think about some of the other projects you saw during our class critique for inspiration.

Your sketch must have your name and period in the top left corner on a blank piece of paper. The illustration must be detailed, in color that would show the visual changes on the entire piece. You may write descriptive words with arrows pointing to your sketch of materials or techniques you would use to help explain your idea. Use colored pencils to add color to your design, and color neatly as if you were going to present your work to the MoMA store catalogue trying to sell your idea to be produced professionally.

Refer to the rubric to determine expectations for 100% grade.

Category	Written Critique Criteria					
	6	7	8	9	10	
Description	Descriptions are not	Makes a detailed	Makes a detailed	Makes a complete	Detailed description	

Graded Skills	Art work Criteria	
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	detailed or complete.	description of some of the subject matter and/or elements seen in a work.	description of most of the subject matter and/or elements seen in a work.	and detailed description of the subject matter and/or elements seen in a work.	of the subject matter and/or elements seen in a work is above and beyond requirements.
Analysis	Student has difficulty identifying the dominant elements.	Describes some dominant elements and principles used by the artist, but has difficulty describing how these relate to the meaning or feeling of the artwork.	Accurately describes a couple of dominant elements and principles used by the artist and accurately relates how these are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Accurately describes several dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Accurately describes many dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.
Interpretation	Student has difficulty interpreting the meaning of the work.	Student expresses how the work makes him/her feel personally.	Student identifies the literal meaning of the work.	Forms a somewhat reasonable hypothesis about symbolic or metaphorical meaning and is able to support this with evidence from the work.	Forms an incredible hypothesis about symbolic or metaphorical meaning and is able to support this with evidence from the work.
Evaluation	Evaluates work as good or bad based on personal taste with little to no supporting details.	Tries to use aesthetic criteria to judge artwork, but does not apply the criteria accurately.	Uses 1-2 criteria to judge the artwork.	Uses 3-4 criteria to judge the artwork, such as composition, expression, creativity, design, medium, communication of ideas.	Uses more than 4 criteria to judge the artwork, such as composition, expression, creativity, design, medium, communication of ideas.
Mechanics and word usage	Grammar, Spelling, word usage is inappropriate; Several errors that severely detract from meaning. Little to no use of elements & principles of design terminology.	Grammar, Spelling, word usage is mostly appropriate; Few errors that do not detract from meaning. Some use of elements & principles of design terminology.	Grammar, Spelling, Word Usage, is appropriate; Little to no errors. Use of elements & principles of design terminology.	Grammar, Spelling, Word Usage, is appropriate; No errors. Good use of elements & principles of design terminology.	Grammar, Spelling, Word Usage, is above expectations; No errors. Incredible use of elements & principles of design terminology.
Total					

	6	7	8	9	10
Elements & Principles	Project incomplete or complete but shows no evidence of understanding elements/ principles, no planning	Project complete but shows little evidence of planning or understanding elements/principles	Project shows adequate understanding of elements/principles, evidence of some planning	Project planned carefully, several preliminary sketches, used elements/ principles effectively to create successful composition	Project planned carefully, multiple preliminary sketches, used elements/ principles effectively to create strong composition
Creativity & Originality	Project incomplete or finished with no evidence of experimentation, originality or creativity expressed	The student tried an idea but it lacked originality; substituted "symbols" for personal observation; unoriginal or copied.	The student tried 2-3 ideas before selecting one; or based his or her work on someone else's idea; solved the problem in a logical way.	The student explored several choices before selecting one; generating many ideas; tried unusual combinations or changes on several ideas; demonstrated understanding problem solving skills.	The student explored many choices before selecting one; generating multiple ideas; tried unusual combinations or changes on several ideas; demonstrated understanding problem solving skills. Above and beyond expectations.
Effort & Perseverance	Project unfinished or completed only after many prompts/ ideas/physical help & solutions from others	Project finished with minimum effort/met minimum requirements with no extra effort	Project finished with hard work but some details lacking	Project finished with maximum effort.	Project finished with maximum effort, went well beyond requirements
Craftsmanship /Skill	Project finished with no attention to details, quickly thrown together	Project finished but somewhat messy	Project finished with most details, minor flaws present	project beautifully/ carefully made	project beautifully/ carefully made, above and beyond expectations
Attitude /Responsibility	Student off task, lack of thought for materials, sought ways to avoid work	Student completed minimal work, often off task	Student worked consistently, assisted with preparation and cleanup	Student worked consistently and enthusiastically toward project, mature behavior	Student worked consistently and enthusiastically toward group goals, mentored others needing help, mature behavior
Total					