



Prepares Students for College and Careers

▲ Graphic Design I (f)

COURSE CODES:

▲ **ROP 65078** ▲ **WUHSD 8017** ▲ **ERUSD 00000** ▲ **STATE (CALPADS) 7211**

Course Leads to: Post-Secondary Education and Employment

Industry Sector: Arts, Media, & Entertainment

Career Pathway: Design, Visual, and Media Arts – 111

Classroom Hours: 180

Course Level: Concentrator

Work Based Learning: 180 (optional)

Approved Textbook/Curriculum: Adobe Creative Cloud

POST-SECONDARY EDUCATION	INDUSTRY CERTIFICATIONS	EMPLOYMENT
Articulation with College No Dual Enrollment with College No UC Approved a-g elective credit Yes, (f)	None	
		Related Careers (O*NET)
COLLEGE MAJORS Animation and Special Effects Digital Arts Digital Communications and Multimedia Graphic Design Commercial and Advertising Art Industrial and Product Design	NEXT STEPS ROP Graphic Design II	15-1134.00 Web Developers 15-1199.11 Video Game Designers 15-1133.00 Software Developers, Systems Software 27-1024.00 Graphic Designers

Prerequisites:

This course fulfills district “Digital Literacy” requirements.

Course Description:

Graphic Design I will explore trends in the global field of design and its application in print, product, and environment. Students will understand the impact of the arts and design throughout history and various cultures. They will learn methods and theory such as elements and principles of design to enhance their artistic vision and style. Through design projects students will develop problem-solving skills, artistic perception, critical thinking, and self-reflection. Art critiques and presentations will provide opportunities for students to grow as artists. Learning and using current versions of industry standard software and programs will provide students with a professional environment and the associated responsibilities as graphic designers. Graphic Design I also includes the history and developments of major industry processes, printing, application, layout, and design as it pertains to a variety of substrates; environmental considerations and restrictions; as well as the legal restrictions as they relate to the field of Graphic Design and intellectual property as a whole.

Integrated throughout the course are standards for Career Ready Practice and Academic Content Standards which include: appropriate technical skills and academic knowledge; communication skills; career planning; applied technology; critical thinking and problem solving; personal health and financial literacy; citizenship, integrity, ethical leadership and effective management; work productively while integrating cultural and global competence; creativity and innovation; reliable research strategies, and environment, social and economic impacts of decisions.

COURSE OUTLINE

I. ORIENTATION

- A. Introduce course and facilities
- B. Discuss syllabus and major objectives
- C. Explain attendance, grading, classroom procedures, code of conduct
- D. Complete course safety requirements/test
- E. Evening of Excellence Essay

II. INTRODUCTION TO VISUAL COMMUNICATION/ GRAPHIC DESIGN

- A. Understand the role of the graphic designer in our society today
- B. Describe the importance of understanding the target market
- C. Compare and contrast the differences in the purposes of design towards a focused market
- D. Begin to develop a professional interactive web-based portfolio

III. HISTORY OF DESIGN AND GRAPHIC DESIGN

- A. Identify and understand various important aspects and styles of design
 1. Western Design
 2. Gutenberg Press
 3. Art Nouveau
 4. Art Deco
 5. Bauhaus
 6. Minimalism
 7. Non-Western Design
 8. African
 9. Asian
 10. Native and Latin Americas
- B. Compare and contrast various global perspectives of contemporary graphic design

IV. CAREER ESSENTIALS

- A. Research and understand various occupations within the graphic design industry sector
- B. Prepare a resumé, demonstrate a professional interview, and explore job search skills
- C. Describe the importance of ethical behavior, safety, diversity, and excellent customer service in the Graphic Design industry
- D. Explain the value and concept of entrepreneurship in our society and identify characteristics of successful entrepreneurs
- E. Discuss environmentally-sound practices and sustainability within the industry sector

V. LANGUAGE OF VISUAL ARTS/ GRAPHIC DESIGN

- A. Understand the Elements of Design
 1. Line
 2. Shape
 3. Texture
 4. Form
 5. Color
 6. Value
 7. Negative and positive space
- B. Discuss the Principles of Design
 1. Rhythm
 2. Movement
 3. Symmetrical balance
 4. Asymmetrical balance
 5. Proportion
 6. Variety
 7. Emphasis
 8. Unity/ Harmony
 9. Contrast
 10. Pattern
- C. Understand typography and its effect and importance in design

VI. COLOR THEORY

- A. Understand the psychology of color

COURSE OUTLINE

- B. Identify how to communicate with color
- C. Understand cultural symbolism in colors
- D. Create a color wheel
- E. Understand various color schemes
- F. Identify the following:
 - 1. Primary colors
 - 2. Secondary colors
 - 3. Monochromatic colors
 - 4. Complementary colors
 - 5. Split complementary colors
 - 6. Analogous colors
 - 7. Tertiary colors
 - 8. Warm and cool colors
 - 9. Grey value, tint, tone, and shade
 - 10. Pigments Vs. light
 - 11. RGB and CYMK

VII. VISUAL COMMUNICATION SKILLS

- A. Develop proficiency in the use of current industry standard design software
- B. Understand how to modify and manipulate photos using industry standard software
- C. Understand how graphic designers communicate visually
- D. Develop aesthetic valuing
- E. Understand the design process, from concept development to finished product
- F. Describe the history and function of posters
- G. Describe the history and functions of magazines of contents
 - 1. Function of cover and table of contents
 - 2. Understand targeted audience
 - 3. Multiple page technique
- H. Describe the history and function of advertising
- I. Design various products using concepts of format and layout
- J. Describe the importance of logo and logo design
 - 1. Understand the history of logos
 - 2. Identify purpose, intent, and needs in logo design
 - 3. Compare and contrast text-based logos and graphic-based logos
 - 4. Discuss three-dimensional package design using logos
- K. Identify business systems and content, present product (logo, stationary, business card)

ESSENTIAL STANDARDS AND KEY ASSIGNMENTS INDUSTRY SECTOR: Arts, Media, & Entertainment

ESSENTIAL PATHWAY STANDARD - A1.0

Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD - A2.0

Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD – A3.0

Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD – A4.0

Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARDS – A5.0

KEY ASSIGNMENT

STANDARDS FOR CAREER READY PRACTICE

1. **Apply appropriate technical skills and academic knowledge.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. **Communicate clearly, effectively, and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.** Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply 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 and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.** Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.** Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.** Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. 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 direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.** Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.** Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.** Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand 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 other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector Anchor Standard

2: Communications Language Standard

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6 Anchor Standard

3: Career Planning and Management Speaking and Listening Standard

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2 Anchor Standard

4: Technology Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. WS 11-12.6 Anchor Standard

5: Problem Solving and Critical Thinking Writing Standard

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7 Anchor Standard

6: Health and Safety Reading Standards for Science and Technical Subjects

Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10 11-12.4 Anchor Standard

7: Responsibility and Flexibility Speaking and Listening Standard

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10 11-12.1 Anchor Standard

8: Ethics and Legal Responsibilities Speaking and Listening Standard

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d Anchor Standard

9: Leadership and Teamwork Speaking and Listening Standard

Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b Anchor Standard

10: Technical Knowledge and Skills Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6 Anchor Standard

11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.