



Prepares Students for College and Careers

▲ Graphic Design II (g)

COURSE CODES:

▲ROP 65079 ▲WUHSD 8020 ▲ERUSD 00000 ▲STATE (CALPADS) 7212

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: Capstone	
Work Based Learning:	180 (optional)		

Approved Textbook/Curriculum: Adobe Max

POST-SECONDARY EDUCATION	INDUSTRY CERTIFICATIONS	EMPLOYMENT
Articulation with College No Dual Enrollment with College No UC Approved a-g elective credit Yes (g)	None	Related Careers (O*NET) 27-1024.00 Graphic Designers 15-1134.00 Web Developers 15-1199.11 Video Game Designers 15-1133.00 Software Developers, Systems Software
COLLEGE MAJORS	NEXT STEPS	
Computer Graphics Digital Communications and Multimedia Graphic Design Commercial and Advertising Art Digital Arts Studio Arts	Post-Secondary Education Internship	

Prerequisites:

Successful completion of Graphic Design I with a 70% or better is required.

Course Description:

Graphic Design II provides students with an in-depth understanding of principles, theories, and elements of design. Students will be committed to lifelong learning as they grow individually, participating in groups, think analytically, create artistic products, and contribute to the production of a major project. Through repeated assignments and strategies, students develop and reinforce academic and industry-related foundational and advanced concepts and skills such as understanding the processes and systems common to careers in visual and image analysis, publishing, printing, and other forms of media distribution as well as the pathway to pursue a post-secondary degree in the field of graphic arts, advertising design, and marketing. Students will engage in contemporary and historical practices in the creative field through a series of personal and creative activities, as well as develop an understanding of the cognitive marketing and branding solution for a given product, whether it is a commodity, a political idea, and instrument of social change, or an effort to recruit patronage or participation.

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. HISTORY OF GRAPHIC DESIGN

- A. Research and understand various occupations within the Arts, Media, and Entertainment industry sector
- B. Prepare a resumé, demonstrate a professional interview, and explore job search skills
- C. Discuss environmentally-sound practices and sustainability within the industry sector

III. COLOR PSYCHOLOGY AND COMPOSITION

- A. Explore the critical role of color in advertising
- B. Understand the basic psychology of color
- C. Understand the associations between a color and a mood or a feeling
- D. Explore the use of color and how light effects, hue, values, intensities, contrast and temperature affect the overall message of an ad
- E. Research the psychology of composition
- F. Understand how design elements such as texture, line, shape, space, distortion, rhythm, and depth can contribute to an ad's effectiveness
- G. Create ads according to specifications

IV. ADVERTISING

- A. Organize research prioritize facts, and create a character journal web site using facts from research in previous unit
- B. Critique web site character journals
- C. Create a pictorial representation of one of the stories researched in previous unit using graphic technology

V. COPYWRITING/ TRADEMARK AND TYPOGRAPHY

- A. Understand the goals of ad copy
- B. Explore copywriting techniques
- C. Explain onomatopoeia, alliteration, active words, irony, brevity, and Q and A
- D. Explore concepts in text layout
- E. Create ads using various text and typography according to specifications

VI. GRAPHIC AND ADVERTISING DESIGN PRINCIPLES

- A. Understand the fundamentals of advertising design and the evolution of design and graphics in the United States
- B. Identify the different positions and departments within graphics and design careers
- C. Explain the role of the freelancer
- D. Explore persuasion techniques such as motivation, organizing a message, communicating with images, tapping into connotations, associations, and context

VII. GRAPHIC NARRATIVES

- A. Research narratives in American literature, comic books, and children's literature
- B. Understand essential elements of narratives (setting, plot, themes, literary devices, and nuances)
- C. Understand standards for digital layout (layout, formatting, space, and proportion)
- D. Create a digital storyboard for their own comic book or children's book

VIII. PERCEPTION AND BRAND COMMUNICATION

- A. Understand branding and how consumer perception can affect it
- B. Explore various ads and decide the perception of the brand
- C. Explore how ads act on such human perceptions as vision, memory, and familiarity and how this creates brand recognition
- D. Explore the do's and don'ts of incorporating a brand into an ad or campaign
- E. Understand style guidelines typically required by large clients

COURSE OUTLINE

IX. LOGO DESIGN AND ILLUSTRATIONS

- A. Study effective logo design principles including the role of concept and design, totality and integration, trendy concepts versus trendsetting ones, and the controversial concept of taste
- B. Explore, identify, and learn techniques used in logo design
- C. Research different advertising mediums (newspapers, magazines, outdoor/transit, internet, television, and beyond) and how they affect logo perception and design
- D. Discuss tone: humor, dramatic/ informative, and scientific
- E. Create logo for specific clients and in specific locations

X. VISUAL LANGUAGE

- A. Describe visual imagery and descriptive language and their role in graphic design
- B. Analyze existing film and literature for contextual and visual attributes
- C. Understand the 8 Cs: character, conflict, conditions, context, context, crutch, configuration, and catharsis
- D. Create industry pitch based on specifications
- E. Peer review pitches

XI. PROJECT PRESENTATION AND DELIVERY

- A. Identify various ads from TV, print, and web and analyze and evaluate them based on principles learned previously
- B. Identify and research upcoming trends in graphic design and advertising including product placement, immediacy, targeting, and internet ad regulation, among others
- C. Design a complete ad campaign using various methods of persuasion and graphics techniques learned

XII. MAKING IT WORK - CAREER

- A. Investigate various careers within the graphics and advertising realms
- B. Based on their previous pitch, students refine their project for a specific career
- C. Create a social media campaign and web-based promotional campaign for their project
- D. Projects are presented to a panel of industry, community, and educational professionals

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.