

Graphic Design 2

COURSE OUTLINE – UC

DESCRIPTION:

Graphic Design 2 will build on the fundamental principles and elements of visual communication acquired in Graphic Design 1 including the historical development of design through exploring graphic art history. Students will engage in a comprehensive exploration of the various aspects of visual communication including theory, technology, and practice. This course is intended for students who wish to continue their education in the Graphic Design field and who would like to contribute to the community through service projects using the students' design skills. This course covers both design and the history related to design. Activities in this course include work-based learning that connects students to industry and the local community.

INFORMATION:

PRE-REQUISITE: Graphic Design 1

LENGTH: One Year

SECTOR: Arts, Media, and Entertainment

PATHWAY: Design, Visual, and Media Arts

ARTICULATED: Yes

UC A-G APPROVAL: Yes: Visual & Performing Arts (F) – Visual Arts

O*NET SOC CODES:

11-2011.00 Advertising and Promotion Managers

27-1024.00 Graphic Designers

Orientation
<ul style="list-style-type: none">A. Introduce the course and facilities.B. Discuss the syllabus and major objectives.C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines.D. Review instructor/student expectations.E. Explain enrollment and attendance requirements and procedures.F. Review grading and student evaluation procedures.G. Discuss the community classroom aspect of the program if applicable.H. Discuss the “next steps” related to additional education, training, and employment.I. Review classroom safety, emergency and disaster procedures.
1. Communication Skills
<ul style="list-style-type: none">A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.B. Read and interpret written information and directions.C. Practice various forms of written communication appropriate to the occupation.D. Practice positive body language skills.E. Practice professional verbal skills for resolving a conflict.F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.
2. Interpersonal Skills
<ul style="list-style-type: none">A. Demonstrate positive teamwork skills by contributing to a group effort.B. Practice the importance of diversity awareness and sensitivity in the workplace.C. Define sexual harassment in the workplace and identify the employee’s role and responsibility.D. Practice participation skills.E. Identify different personality types and strategies for working effectively with each type.F. Practice business and social etiquette skills appropriate to the occupation.G. Discuss the role of business and personal ethics in the decision-making process.H. Evaluate various job-related scenarios and justify decisions based on ethics.I. Demonstrate flexibility and adaptability in working with others.J. Demonstrate the use of time management skills.

<p>3. Employability Skills</p> <ul style="list-style-type: none"> A. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite if applicable. B. Prepare a resume, cover letter, and job application forms. C. Demonstrate interviewing techniques using appropriate tone and body language. D. Demonstrate appropriate dress and grooming standards in seeking employment and for the workplace. E. Identify strategies for employment retention. F. Analyze the impact of social networking on employability. G. Identify the need for continuing education, professional development, and professional growth in chosen field. H. Identify appropriate procedures for leaving a job. I. Identify sources of job information, including electronic sources. J. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.
<p>4. Green Concepts</p> <ul style="list-style-type: none"> A. Identify industry practices that demonstrate a commitment to sustainability. B. Practice conservation of classroom resources. C. Identify the use of green technology within the industry sector. D. Identify the impact the industry has on the environment.
<p>5. Personal and Occupational Safety</p> <ul style="list-style-type: none"> A. Demonstrate procedures to be followed in the case of emergencies. B. Discuss ways to report a potential safety hazard to a supervisor. C. Identify and discuss cyber ethics, cyber safety, and cyber security. D. Apply personal safety practices to and from the job. E. Describe the procedure for reporting a work-related hazard or injury. F. Recognize the effects of substance abuse in the workplace.
<p>6. Careers in Graphic Communications</p> <ul style="list-style-type: none"> A. Research multiple industries that use graphic design. B. Recognize the proper appearance and communication style for graphic design professionals. C. Describe personal traits and work values for successful employment in the industry. D. List career pathways and job outlook in the industry. E. Research education/training requirements and wages for entry-level wages. F. Explore training and apprenticeship programs.

- G. Identify professional organizations in the industry.
- H. List the steps for self-care and emotional wellness.

7. Graphic Art History

- A. Examine various design eras:
 - a. 1880-1912: Victorian Advertising, American Wood Type Posters, Le Belle Epoqué, Art Nouveau, Arts and Crafts, and German Posters
 - b. 1912-1930: World War I Propaganda, The Soviet Revolution, European Avant-garde, De Stijl, The Bauhaus, and New Typography
 - c. 1930-1950: The Great Age of Posters, The American Magazine, American Modernism, WWII Axis Powers, and WWII Allied Powers
 - d. 1950-1965: Post-war Optimism, The Fused Metaphor, The New York School, and Swiss Typography
 - e. 1965-1975: American Corporate Design, Protest, Fillmore, Typographic Eclecticism, and The Golden Age of Album Design
 - f. 1975-1990: Japanese Design, Punk and New Wave, Low-tech Seattle, and Post Modernism
 - g. 1990-Present: Digital Revolution, Minimalism, Vernacular, and the West Coast Shift
- B. Analyze an era's influence on the development of graphic design.
- C. Create works of art that reflect an era's influence.
- D. Research the history of propaganda design.

8. Typography, Composition and Copyright

- I. Utilize current raster and vector industry software to manipulate type proximity, alignments, spacing, type size and weight.
- J. Promote emphasis and hierarchy in a design.
- K. Compare and contrast typographical layouts.
- L. Create various multimedia products.
- M. Evaluate graphic arts copies, designs, and layouts for aesthetic value, adherence to specifications, and communication effectiveness.
- N. Conduct research to identify pertinent information about who a client is and the demographics of their market or target audience.
- O. Produce sketches, rough layouts, and comprehensive layouts for various printed products.
- P. Create raster and/or vector based graphic layouts using industry standard graphic arts software.
- Q. Analyze and categorize various company logos (descriptive, typographic, symbolic, and combined).
- R. Create an identity package that effectively communicates the company's message.
- S. Use industry appropriate vocabulary related to artistic products.
- T. Explain the important role copywriting has in effective design for print, web, promotional materials, catalogs, and advertisements.
- U. Research copyright laws and identify copyright violations in a variety of situations.

9. Publications

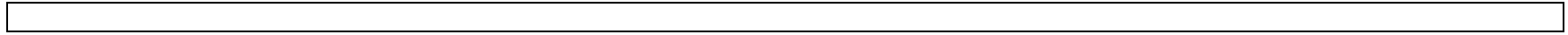
- A. Identify publication components, including cover, back cover, inside cover, end pages, title page, table of contents, chapter headings, headers, footers, page numbers, etc.
- B. Develop publication design skills in design software, including Master pages, grid, gutters, bleed, creep, dummy text, and pagination.
- C. Demonstrate pacing, hierarchy, legibility, readability and composition. .
- D. Develop the following skills with regards to setting up a publication for printing: exporting, size, margins, creep, bleed, trapping, CMYK vs. RGB, dpi, etc.
- E. Review current practices in social issue design and its effect on publications.

10. Branding and Advertising

- A. Gather relevant information about company branding from multiple authoritative digital sources.
- B. Review advanced principles of logo design, logo gestalt, and typography.
- C. Compare and contrast the visual characteristics of Pochoir art to Logo design.
- D. Demonstrate the following skills with regards to setting up a graphic/illustration for silk screen printing: Size, Registration Marks, Outline Stroke, Offset Path, Spot Color, Pantone Matching System (PMS), Overprint Fill, Knockout, Trapping, no CMYK elements, Separations (Host-Based), Exporting, etc.
- E. Research the importance of competition in a market economy.
- F. Describe business systems and identity design.
- G. Explain branding and advertising as seen in packaging and on large-scale items.
- H. Review the principles of packaging design, materials, color and typography.
- I. Identify the technical challenges of designing across a variety of media.
- J. Discuss the importance of design process communication and collaboration across teams and organization.
- K. Recognize how to acquire credibility, persuasion, emotion, and trust through design.
- L. Pitch a design/redesign.

11. Portfolio Design

- A. Develop personal marketing skills and an effective online presence by refining your digital portfolio.
- B. Compile best samples of original two- and three-dimensional works of art and a variety of documents to show progression in the acquisition of knowledge and skills.
- C. Demonstrate knowledge of competencies through journaling or summary of selected works or documents.
- D. Revise professional resume and cover letter to align with skills and objective statements of the relevant industry.
- E. Dress professionally and practice interviewing techniques using portfolio materials.
- F. Assemble industry and employability documents (resume, cover letter, certifications, recommendation letters, etc.).
- G. Create a "leave behind" book or folder.
- H. Display portfolio materials during a fair, community event, competition, or professional panel review.
- I. Evaluate and utilize feedback to improve portfolio.



Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS/CA VACS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A, B, D 3B, C, D, I, J 6, 11A-I	2 3	2 3		LS 11-12.6 SLS 11-12.2
2. Students will create a poster in the style of a historical genre of graphic design (Victorian, Bauhaus, Swiss, Late Modern, etc.). Students must demonstrate an understanding of the genre, as well as the ability to use a grid and make typographic decisions. Students will participate in a group critique where the discussion will focus on the use of typography, color, grid, size, scale, hierarchy, contrast, message, audience, and the students' ability to convey that particular moment in the selected genre. <i>Design Era: 1880-1912: Victorian Advertising, American Wood Type Posters, Le Belle Epoqué, Art Nouveau, Arts and Crafts, and German Posters.</i>	1A 2A, D, I 7A-C 8B-I	2 5 10 11	2 5 9	A1.0 A2.0 A3.0	SLS 11-2.1 WHSST 11-12.7 VA 1.1 VA 1.4 VA 4.5 VA 5.2
3. Students will write review essays, explicitly tying classwork related to each historical era studied in each unit. Target length: 750 words (equivalent of 3 typed pages). <i>Design Era: All</i>	1B, C 7A, B	2	2	A3.0	LS 11-12.1 LS 11-12.5 LS 11-12.6 WHSST 11-12.2 VA 1.1 VA 4.5
4. Students will design a Typography Dictionary that will be used as a reference for others when learning about typography. Students will implement a creative solution to displaying and organizing the information. <i>Design Era: 1912-1930: World War I Propaganda, the Soviet Revolution, European Avant-garde, De Stijl, the Bauhaus, and New Typography</i>	1C 7A-C 8A-J 9A-C	2 10	2 5	A1.0 A2.0 A3.0	LS 11-12.6 WHSST 11-12.2 VA 1.4 VA 2.1

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS/CA VACS
<p>5. Students will design artwork using letterforms or words to represent line, shape, and form. Students will choose colors that play a factor in the visual complexity of the artwork, and use positive and negative space, white space and juxtaposition concepts. Students will share and discuss outcomes regarding the choices they made and their intention.</p> <p>Design Era: 1930-1950: The Great Age of Posters, The American Magazine, American Modernism, WWII Axis Powers, and WWII Allied Powers</p>	<p>1A 7A-C 8B-J</p>	<p>5 10</p>	<p>2 5</p>	<p>A1.0 A2.0 A3.0</p>	<p>SLS 11-12.4</p> <p>VA 1.1 VA 1.4 VA 2.1 VA 4.5 VA 5.2</p>
<p>6. Students will select a social issue and create a magazine cover and interior to draw attention to that issue, express opinions and influence others effectively through visual media. Students express a viewpoint using multiple layers of text, graphics, effects and blending tools to design digital artwork in a propaganda-style.</p> <p>Design Era: 1950-1965: Post-war Optimism, The Fused Metaphor, The New York School, and Swiss Typography</p>	<p>1C 7A-C 8B-J 9A-G</p>	<p>2 5 10 11 12</p>	<p>2 5 8</p>	<p>A1.0 A2.0 A3.0</p>	<p>US 11.11</p> <p>VA 1.1 VA 1.4 VA 2.1 VA 2.6 VA 4.1 VA 5.2</p>
<p>7. Students will incorporate die cuts creatively into a design for a favorite band. The die cut must be an integral part of the design so that it flows with the shape of the design and works with the concept. Students will digitally create a sample mock-up including the possible die cuts.</p> <p>Design Era: 1965-1975: American Corporate Design, Protest, Fillmore, Typographic Eclecticism, and The Golden Age of Album Design</p>	<p>7A-C 8B-J 10A-D</p>	<p>5 10</p>	<p>5 10</p>	<p>A1.0 A2.0 A3.0</p>	<p>VA 1.4 VA 2.1 VA 5.2</p>

<p>8. Students will select a movie or concert [band] that they are passionate about and create a poster to draw attention to that endeavor specifically targeting Western [American] culture. The students will also create a poster for a non-English speaking audience where the design reflects that culture, yet maintains the integrity of the original design.</p> <p>Design Era: 1975-1990: Japanese Design, Punk and New Wave, Low-tech Seattle, and Post Modernism</p>	<p>1C 2B 8B-J 7A-C</p>	<p>2 5 10 12</p>	<p>5 10</p>	<p>A1.0 A2.0 A3.0</p>	<p>WHSST 11-12.7 VA 2.1 VA 3.1 VA 3.3 VA 5.2</p>
<p>9. Students will write a synopsis about the visual characteristics and similarities of Pochoir art to logo design. Students will redesign and create a school or team's mascot logo in the Pochoir style. Students will then prepare the file to be color separated.</p> <p>Design Era: 1990-Present: Digital Revolution, Minimalism, Vernacular, and the West Coast Shift</p>	<p>1C 8B-J 10A-C, L 7A-C</p>	<p>2 5 10</p>	<p>2 5 10</p>	<p>A1.0 A2.0 A3.0</p>	<p>WHSST 11-12.2 WHSST 11-12.7 VA 1.1 VA 1.4 VA 2.3 VA 5.2</p>
<p>10. Students will be asked to select a brand/product that they feel could use a redesign. Students will research the brand and create an advertisement (print, web, billboard, wrap, etc.) for the product. Students will pitch their design/ redesign to the class using an electronic presentation.</p> <p>Design Era: Future of Graphic Design</p>	<p>1A, C 8B-J 10D-F, I, J, N</p>	<p>2 5 10</p>	<p>2 5 10</p>	<p>A1.0 A2.0 A3.0</p>	<p>SLS 11-12.5 WHSST 11-12.7 VA 2.1 VA 2.3 VA 4.5</p>
<p>11. Students will work in teams to produce materials for a nonprofit in their community.</p>	<p>1A, C, F 2A, B, D, I, J 8B-J</p>	<p>2 5 7 9 10</p>	<p>2 5 7 8 9 10</p>	<p>A1.0 A2.0</p>	<p>WHSST 11-12.2 WHSST 11-12.4 WHSST 11-12.7 VA 2.1 VA 2.3 VA 4.5</p>

<p>12. Honors Final Exam: Students will build a brand for themselves and a professional ePortfolio to send to interviewers. Students will present a career plan and portfolio for pursuing an entry, technical, or professional level career in Media Design. Students will develop a personal logo for themselves and their work. Students will create business cards and letterhead. Students will fine tune their resumes and print out on their newly designed letterhead. Students will create an online presence for their portfolio/ work that displays good UX and UI. Students will also create a “leave behind” book that contains a sample of their portfolio work. Using their portfolio of work students will write a research paper that connects their work to that of Graphic Art History. Target length: 1500 words (equivalent of 6 typed pages).</p>	<p>1C 3B 7A-C 8B-J 10A, D-F 11A-I</p>	<p>2 3 4 10</p>	<p>2 3 4 10</p>	<p>A1.0 A2.0 A3.0 A5.0</p>	<p>WHSST 11-12.2 WHSST 11-12.7 VA 1.1 VA 1.4 VA 2.1 VA 2.2 VA 4.1 VA 4.5</p>
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Standards Assessed in this Program

Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

Anchor Standards

2.0 Communications

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking

- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

Arts, Media, and Entertainment – Design, Visual, and Media Arts Pathway

- A1.0** Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.
- A2.0** Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.
- A3.0** Analyze and assess the impact of history and culture on the development of professional arts and media products.
- A5.0** Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

- LS 11-12.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.5:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- LS 11-12.6:** Acquire and use accurately 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.

Speaking and Listening Standards

- SLS 11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SLS 11-12.2:** 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 11-12.4:** Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing

perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

SLS 11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

WHSST 11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHSST 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHSST 11-12.7: 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

U.S. HISTORY AND GEOGRAPHY

US 11.11: Students analyze the major social problems and domestic policy issues in contemporary American society.

Visual Arts Content Standards (9-12 Proficient)

Artistic Perception

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Creative Expression

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).

2.6 Create a two or three-dimensional work of art that addresses a social issue.

Historical and Cultural Context

3.1 Identify similarities and differences in the purposes of art created in selected cultures.

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

Aesthetic Valuing

- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

Connections, Relationships, Applications

- 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.