Secondary Course Description

Course descriptions are updated and reviewed with all new text adoptions.

COVER PAGE

1. Course Title: Introduction to Graphic Design

2. Transcript Title / Abbreviation:

3. Transcript Course Code / Number (Office Use Only):

4. School:

5. **District:** Davis Joint Unified School District

6. Department:

7. Graduation Requirement it meets: Elective, CTE

8. Length of Course: 1 year

9. Graduation Credits: 10

10. School / District Web Site: http://www.djusd.net

11. CBEDS Course Code:

12. School Contact:

Name: Korey Nagel

Title/Position: Teacher, Art

Phone: 530-757-5400   **Ext.**:

Fax:

E-mail: knagel@djusd.net

13. Subject Area:

- [ ] History/Social Science
- [ ] English
- [ ] Mathematics
- [ ] Science
- [x] CTE
- [ ] Language other than English
- [ ] Visual & Performing Arts
- [ ] DJUSD Graduation Elective
- [x] College Prep Elective (will seek UC/CSU approval)

14. Grade Level(s): 10-12

15. UC/CSU Requirement:

16. Seeking "Honors" Distinction? [ ] Yes   [x] No

17. GPA Types:

18. Credit Value:

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

19. Was this course previously approved by UC? [ ] Yes   [x] No

If so, in what year? _____   Under what course title? _____

20. Pre-Requisites:

   Co-Requisites:

21. Preliminary Approval - Secondary Site Principal Signature (**Must** be signed before proceeding to Step 22):

   _____

22. Date Course Proposal with Preliminary Approval (Step 15) sent to Associate Superintendent, Educational Services: _____

23. Review & Approval:

Date		Signature
_____	Site Curriculum and Instruction Leadership Team	Signature/Title _____
_____	Secondary Department Articulation/Collaboration	Signature/Title _____

Secondary Principal Signatures: _____   _____

Date: _____   _____

BACKGROUND INFORMATION

Brief Course Description:
This class explores the practical application of computer graphics and digital visualization as it applies to various scientific disciplines. Using graphic design programs, students apply the principles of design acquired through visual communications. Students research, plan, create and present models, visual guides and images to showcase design elements for a public audience.

Context for Course:
- The course is inspired and directed by DJUSD goals, objectives, and strategies.
- The course is aligned with the Career Technical Education Framework and Curriculum Standards for California Public Schools Grades Seven Through Twelve (Arts, Media and Entertainment Sector: Design, Visual and Media Arts Pathway).
- The Course is Aligned with UC Academic Standards (Area)

List the State/District Standards addressed in this course.

History of Course Development:
Davis High has a long-standing Graphic Arts and Design class approved as a "g" Art elective. This is the first year of a three-year sequence to develop both Art and CTE skills.

COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES

The overarching theme of this course is for students to understand that a graphic designer's main goal or desire is for communication immediacy through, most times, graphic simplicity. Nuance and detail is reserved for fine artists while efficiently representing a subject in a simplified manner can be much more effective tool for the graphic communicator.

COURSE OBJECTIVES

- Students work individually and collaboratively to develop a professional portfolio of graphic communication and storytelling that demonstrate mastery and integration of vector (and sometimes pixel) graphic design, typography and photography
- Students learn and apply ethical and legal standards used in the media industry.
- Students are introduced to the principles of design and photography and use these principles to enhance text.
- Students collaborate with industry experts for specific technical knowledge and skills.
- Students are introduced to visual communications strategies, like Gestalt grouping theories, abstracting or simplifying the subject and the need for communication immediacy to be clear and precise in reaching your target audience.

COURSE OUTLINE

COURSE OVERVIEW: By focusing on the visual communication fundamentals of art and design, in combination with creative thinking and problem solving (as opposed to focusing solely on evolving technology skills), this course will prepare students to become lifelong learners in the ever-changing field of visual communications. The elements of art and principles of design

will be emphasized.

Industry-standard Graphics App Adobe Illustrator will be explored to create logos, buttons and/or T-shirt designs and other vector graphics and Adobe Photoshop we will learn to edit raster-based photographic images for posters, packaging and/or album art and other promotions. **Equipment we will use:** Graphics Tablets, Desktop Scanners, Digital Cameras and a poster printer. Sketching, designing and Idea development will be supported through weekly sketchbook assignments.

Unit One: Introduction to Graphic Design through Abstraction and the Principles of Design (8 Weeks)

Overview: Students will be introduced to the concept of Abstraction in art and design along with the basic creation steps of the design process (e.g. thumbnails, roughs and comp designs).

Through four assignments, students will explore the art elements of line, shape, texture and color first for the initial steps of the design process. Students will next be introduced to and explore these ideas further creating final comp designs of each assignment using Adobe Illustrator.

An introduction to the critique process to help refine the work will also be introduced to provide feedback to each student to help them evolve their work.

Four Elements of Art & Design Assignments: Line Comp, Shape Comp, Texture Comp, Color Comp

Objectives (for all four Elements of Art and Design assignments): Introduce students to a traditional, multi-step design and development process (thumbnails, roughs, and comps), while utilizing the elements and principles of two-dimensional design to solve visual problems. Another goal is to help students create meaning with abstract images using the visual elements of design: line, shape, texture, and color (more on this in Unit 2). This process may feel awkward at first, as students are used to creating one idea and making it into art, but designers generate many possible solutions to a problem as a way to improve the quality of their work. Making abstract images allows ambiguity to exist, and ambiguity allows for many interpretations. For example, the final comprehensive design (see Figure 2) could be a closeup of a cow, or fabric floating in the breeze. Practice is the key to feeling comfortable using the design process, and these introductory assignments are designed to give students the practice they need to develop confidence in their ideas.

CTE Standards:

VAPA Media Arts Standards:
Prof.MA:Cr2 Apply aesthetic criteria in developing, and refining artistic ideas, plans, prototypes, and **production processes** for media arts productions, considering original inspirations, goals, and **presentation** context.

Prof.MA:Cr3 a. Implement **production processes**, making artistically deliberate choices in content, technique, and style in media arts productions, demonstrating understanding of associated **aesthetic principles**, such as **emphasis** and **tone**.

Unit Two: 2-D Design Basics using Points, Lines and Planes (3-4 Weeks)

Overview: Students will be introduced to the concept of Gestalt as a visual organizing principle. We will explore an audience's natural tendencies toward pattern recognition through creating artworks featuring various gestalt patterns made of Points, Lines and Planes.

Assignments:

- **Assignment 1- Observing Points, Lines and Planes in the Environment**
  Scenario: Points, lines, and planes exist all around us, not only in art and design, but in architecture and nature. By becoming sensitive to these fundamental visual elements in their surroundings, students will be better able to apply them to their work.
  Objective: To identify points, lines, and planes in the environment, and create visual records (photographs or drawings) of those elements as students see them.
- **Assignment 2- Self Expression through Points, Lines and Planes (Key Assignment)**
  Scenario: Points, lines, and planes—while simple—can still be powerful and expressive tools for the artist and designer. What emotions does a straight line convey that a curvy line does not? Does a cluster of dots (points) seem more "powerful" than a single mark? Which
  seems like it might feel more "dangerous," a circle or a triangle. Simple variations in pattern, shape, and direction can create a strong emotional impact in the audience.
  Objective: To create compositions using points, lines, and planes that creates an expressive visual response to the definition of a word.
- **Assignment 3- The Black Squares Problem**
  Scenario: Graphic design must often communicate emotions, feelings, or actions without the use of written language, relying solely on images and visual elements and their careful arrangement. This activity is intended to help students begin to develop visual literacy skills by applying the Gestalt principles and 2D shapes to a common visual communication challenge: expressing a complex idea without the use of words.

Objective: To use Gestalt and other visual principles to make the most of a limited set of tools to express emotion or action in a composition.

- **Assignment 4- Gestalt Use in Design**
  Scenario: The successful use of the compositional space is a key challenge for graphic designers working on page, package, or website designs. The Gestalt principles are a key way graphic designers manage visual elements and arrange them in pleasing, exciting, or useful ways for the viewer. The careful use of these principles—and creating many versions of a design before committing to a finished piece—helps the designer to create work that seems thoughtful and intentional, as opposed to sloppy or accidental.
  Objective: To analyze examples of design found in the world by breaking down those designs into their basic forms and Gestalt relationships in the compositional space, and to describe how each design successfully—or unsuccessfully—makes use of those principles.

- **Assignment 5- Exploring Typographic Illustration (Key Assignment)**
  Objective: Students are given an action word (e.g. build, create, design, etc.) but such a word that does not have a direct visual reference (e.g. sky, dog, ball, etc.) and are tasked with coming up with a solution in which they are to illustrate the idea of the word. One major restriction is that they can only use typography alone. We will examine the work of professional designers work that have explored typographic illustration in order to understand how type can be used to express an idea not just verbally but visually as well. Applying Gestalt priniciples to a variety of techniques we will explore creating illustrative typography through distorting, manipulating and redesigning typographic forms to create meaning based upon context and communicative intention(s).

- **Assignment 6— Color Palettes in Thematic and Narrative Use**
  Scenario: Graphic designers often coordinate their color palettes with the larger demands of their projects or client's needs. For example, the colors in advertising for a line of autumn clothing must not only coordinate with the clothing itself, but with the season in which it is being launched and promoted. To a designer, color is another powerful communication tool, and one that must be used in a logical way to support the message they are communicating. To be effective, graphic designers must be sensitive to a broad range of colors, their uses, and how to create palettes from the inspiration they find in the world around them.
  Objective: To develop the ability to analyze media (television, film, etc.) and build a color palette based on the media's use of color to establish a theme or to help tell a story.

- **Assignment 7— Color in Use in Graphic Design**
  Scenario: Much like points, lines, planes, and Gestalt are used to build and then organize a design, color plays a vital component in giving any design a tone of voice and a sense of place in the world around us. Understanding color's ability to change the feel of a design is a key skill for designers to develop, and is a vital component of a designer's thinking, planning, and making process.
  Objective: To explore the impact of different color palettes on a common design and to create different, specific expressions in a design through color alone.

CTE Standards:

VAPA Media Arts Standards:

Unit Three: Introduction to the Design Process (8-10 Weeks)

Overview: Graphic design is typically a visual problem solving field concerned with communication of specific messages to specific audiences. Designers take on client based projects and through the design process solve a client's problem. This unit is meant to give students a better understanding of this process designers implement in order to solve the given problem.

The 5 Steps of the Design Process are:
- I. Define the Problem
- II. Learn
- III. Generate Ideas
- IV. Design Development
- V. Implementation

Assignments:

- **Assignment 1- Band Poster (I- Define the Problem)**
  Overview: Students need to learn to think outside the box and understand what the problems are with a client request. The tendency is to just do what the client asks instead of thinking broader and considering possible solutions to address the client's problem. For instance, a band may come in and say their sales are down and therefore they need a new poster. In this case students will be tasked with figuring out a solution to why their sales are down rather than doing what has been done before. Maybe a new poster isn't the solution?

- **Assignment 2- Mood Boards (II- Learn)**
  Overview: Students will create a hypothetical company of their choice and describe its potential clientele (customers)—who they think will shop at their new business. This will be accomplished through the development of two different mood boards, exemplifying two possible, yet different, clientele. Make sure this is supported through research and learning.

- **Assignment 3- Question (III- Generate Ideas)**

Overview: Have students choose an object or thing and create a sketch of it—quick and simple (think **icon**)—an apple, cat, cell phone, etc. Now have them write down the question: *Wouldn't it be funny if...?* Students should finish the question with their chosen object inserted. Have students answer the question ten times with ten different endings. Once they have their ten questions done, have them create a sketch exemplifying each of the ten questions/ statements.

For example:
· **Wouldn't it be funny if an apple were square?**
· **Wouldn't it be funny if an apple had shark teeth?**
· **Wouldn't it be funny if an apple doubled as a Swiss Army Knife?**
· **Wouldn't it be funny if an apple could melt?**

- **Assignment 4- Mind Map (III- Generate Ideas)**
  Synopsis: Students will connect two words together (an object to an emotion) using the mind map method, then write a simple story using a connection path or grouping found in their mind map. The idea is to physically (with lines) connect the two words through other words, eventually creating a path that connects the two words. There really is no wrong way to do this. The only thing to watch out for is direct (straight lines) paths from one word to the other. The mind map should not be linear (see Figure 5).
  Assignment: With two words chosen, write one on each end of a poster board, then connect them by completely filling the poster board with words, eventually connecting the two words. Using the created mind map, write a short story (in a notebook, sketchbook, or on writing paper) exemplifying the two chosen words.

- **Assignment 5- Thumbnail Sketches (III- Generate Ideas)**
  Synopsis: Typically, thumbnail sketches are just a small part of a larger project. For this assignment, students will practice volume sketching in order to come up with unique ideas. Experience has found that the first 10–15 sketches typically produce the expected cliché outcome. This is anticipated and part of the thumbnail process. After these, more unique ideas start to form as students are forced past their comfort zone, past the expected and known—they must think.
  Assignment: Produce 50 different thumbnail sketches (in a sketchbook) for a new company of the student's choice.

- **Assignment 6- Logos (IV- Design Development)**
  Synopsis: A logo is often the first encounter a potential customer has with a product or service. Therefore, it must communicate quickly and directly, conveying precise information in a small package. A logo contributes to a company's first impression and must be memorable and packed with meaning.
  Assignment: Using the thumbnail sketches from Assignment 6, analyze and refine the company's logo to best communicate what the company does and stands for. The goal is three possible logo choices for presentation.

- **Assignment 7- Company Brand (V- Implementation)**
  Synopsis: A brand encompasses the look, feel, and expectations consumers develop concerning a company and its products. Companies strive to create brand experiences as a product of interaction between their customers and themselves. This is carefully done through thoughtful decision-making supported by research.
  Assignment: Brand the previously created company. This will require going full circle by not only revisiting what students have already done up to this point, but going through the design process again to figure out the best possible way to brand their company.

- **Assignment 8- Davis Senior High School Course Catalog Cover**

CTE Standards:

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Prof.MA:Cr1 Use identified **generative methods** to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

Prof.MA:Cr3 a. Implement **production processes**, making artistically deliberate choices in content, technique, and style in media arts productions, demonstrating understanding of associated **aesthetic principles**, such as **emphasis** and **tone**.

Unit Four: Duck Days Illustration (3 Weeks)

Overview: Students will be tasked with creating an illustration for Yolo County's Annual Duck Days Celebration. They will be required to pick a wildlife native to Yolo County to start as their main subject. We will explore an introduction to the field of Illustration and how Illustrations are used to tell stories. As a next step, they will be tasked with developing a narrative about their chosen wildlife. They may pick a song about said wildlife or have the option of making an original song or story. They will then be introduced to how to create a visual narrative to match the written narrative. A simple strategy introduced will be to create sketches or picture drawings for each word in the story. They will then need to synthesize these pictures into a whole, connected narrative scene or picture showing as many of these narrative visuals as that makes sense to create

a scene from this song or story.

Lessons:
Assignment 1- (Define the Problem)
A brief introduction to the field of commercial illustration will be explored. Students will then be given a brief on the assignment of creating an illustration of a wildlife of their choice. An emphasis on preservation and protection of these wildlife will be included to help steer the tone of the illustration to be created.

Assignment 2- (Learn)
Students will be tasked with choosing a wildlife for which they will try to create an illustration. Next, they will need to do a little research on their chosen subject (e.g. Habitat, Activity Cycle, etc.). They will then be tasked to write an original story or find a song or story about the wildlife chosen to use for Generating Ideas (Assignment 3: Next Step)

Assignment 3- (Generate Ideas): Deconstructing a Poem/Story
Students will be required then to write/type out their story and create sketches/pictures for each word in the story. This collection of pictures will need to be used to plan out their illustration. Repeated words should be emphasized over individual words.

Three rough thumbnail sketches laying out as many images as needed to create a coherent picture story- One that can communicate the essential idea or gist of the written story without text or written word support. The images will need to be vetted for how they might achieve this communication.

Assignment 4- (Design Development and Implementation): Duck Days Illustration
After approval is given, the artist will develop their sketches that they feel best work to tell the story fully. They will complete a full color illustration in Adobe Illustrator on an 11 x 14 poster page.

CTE Standards:

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Unit Five: Typography Introduction (4 Weeks)
</div>

Overview: Typography incorporates all the visual components of the written word. It is the art (and also technique) of arranging type to make written language legible and readable, with the goal of (typically) making it appealing. Arranging type involves selecting typefaces, point size, line length, line-spacing (leading), letter-spacing (tracking), and adjusting the space between specific pairs of characters (kerning). Typography is the study of type and how to use it to aid in the communication of specific messages. Designers use type to organize content, lead the eye around a page, command attention, and even move the reader through a document. It can be used to make artful design out of letters and words to emphasize the meaning of a design. Type also makes the content (text) easy for the reader to read and comprehend. Poor use of type can cause comprehension problems and lead to real issues as seen in the 2000 presidential ballot debacle in Florida (see Figure 1). Poor design, including the use of type, can have far reaching effects. For this reason, it's important for young designers to understand typography and the communicatory ability that is affords.

MAIN TOPICS
- Introduction with a Brief History of the Alphabet
- Typography in Action
- The Language of Type

Assignments:
- **Assignment 1- Illustrate an Emotion**
  Using any art materials available, students will illustrate an emotion they feel strongly, using the letters that spell that word. Use color, texture, hand lettering, and composition to illustrate the emotion.
  Objectives: Students will illustrate an emotion; Help uncover their creativity and talent; Encourage self expression within a typographic execution.
- **Assignment 2- Typography Slideshow**
  This assignment helps students look at and truly see the typography that already exists all around them. It raises their awareness of typography, especially typefaces that they find personally appealing.

Objective: Students will gain an awareness of the typography that is in their everyday lives and pay more attention to it while photographing the typography they like most.

- **Assignment 3- My Name is ...**
  Synopsis: Students will practice choosing typefaces to express meaning. They will also learn to better understand how to make typeface choices.
  Objective: Students will be able to distinguish serif from sans serif
  typefaces, and practice the use of script typefaces.
- **Assignment 4- Type Anatomy**
  Objective: Students will learn the most important typeface anatomy terms so they can compare and contrast the qualities of serif and sans serif typefaces in selecting a font for a design.
- **Assignment 5- Measurement, Alignment and Kerning**
  Objective: Students will learn how type is measured, the different forms of alignment, and how to kern type.
- **Assignment 6- Font Pairing Poetry Book**
  The big concept is to demonstrate the power of words by finding intriguing poems, and to increase the poem's expressive power and meaning by treating the text typographically.
  Objective: Students will typeset poems, designing a visual hierarchy and pairing different fonts until they come up with a scheme that they are happy with. The entire class will contribute to the creation of a book of favorite poems.
- **Assignment 7- Senior Awards Night Flyer**

CTE Standards:
???

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Unit Six: Graphic Design in 3 Dimensions (6-8 Weeks) (Capstone Project)
Overview: Students will be challenged with creating a commercial packaging design that may make us of photo editing through Adobe Photoshop. Skills built throughout the year will be leveraged to create a package design that implements visual communications skills in concert with text, graphics and photographic imagery exploring a 3-dimensional packaging form.

Lessons:
Assignment 1- (Define the Problem)
Design Brief: A new delicious artisan rich dark chocolate bar is introduced to an already heavily saturated candy/chocolate market by a local choclatier.

How can you (the student/designer) help this new client grab attention at the same time creating a package design that shows a product and brand of high quality? How you distinguish your packaging for this new candy is the Problem and/or how you can grab interest from your audience.

Assignment 2- (Learn)
Students will need to look at different kinds of candy packaging to see where there are good designs, poor designs and exceptional designs. What can we learn from this? A reflective piece of writing will need to accompany this assignment detailing the student's findings about good, poor and exceptional designs. A collection of the various chocolate competitors packaging will accompany the writing as a visual presentation.

Students will need to create a mood board reflecting the clientele (and their values) of this particular fictitious candy brand with this potentially hot new product.

Assignment 3- (Generate Ideas)
Using the research found in Assignment 2 (Learn), students will look to explore ideas (first verbally) about how to showcase this new chocolate product on the supermarket shelf. Innovations in how to present this new product to make it stand apart from the rest. Dynamic and new forms will then be explored through a series of thumbnail sketches. Considerations of how to incorporate photography or illustration of the product into the packaged design must be included as well.

Assignment 4- (Design Development)

Thumbnail sketches will be looked over and the top 3 best designs will be chosen to develop into Roughs. These ideas will be vetted down to top three to five ideas by how they best communicate the premium and innovative and attractive form.

Assignment 5- (Design Implementation) Students will create 3 different comps, along with paper mock-ups to showcase options for the client (as would be done in a professional setting).

CTE Standards:

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TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS		
Title, Author, Publisher, Edition:		
Previously Adopted? ☐ Yes ☐ **No (If no, provide information directly below)**		
Cost per book	**Total Cost**	**Budget Source**

Other:

DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES

ASSESSMENT METHODS AND/OR TOOLS

ASSESSMENT CRITERIA

HONORS COURSES ONLY

Indicate how this honors course is different from the standard course.