

Glendale Unified School District

High School

May 16, 2023

Department: Career Technical Education

Course Title: Advanced Commercial Art

Course Code: 2272V/2273V

Grade Level(s): 10-12

School(s) Clark Magnet High School

Course Offered:

UC/CSU Yes "F" Fine Arts credit

Approved?

(Y/N: Subject)

Recommended Intermediate Commercial Art

Prerequisite:

Recommended art21.org

Online ca.pbslearningmedia.org/collection/art-school/

Resources:

Course Overview: This is a hands-on learning course focusing on advancing prior knowledge of exploration and application of the tools and processes around commercial art professions. Variety of materials, production methods, and conceptual approaches that are specific to visual and commercial art careers will be practiced. Discussions, lectures, research assignments, and critiques will extend students familiarity with the formal vocabulary and develop their visual thinking in viewing contemporary commercial art. Field trips will help students grasp the realistic view of professions in the commercial art field. The course will address: Elements of Art, Principles of Design, technical skill refining, visual and design concepts as they apply to the current marketplace, and

career exploration. Throughout this course students will build their Art portfolio along with artist statements.

Course Content

Unit 1: Layout Design

(9 weeks)

STANDARDS

Visual and Performing Arts: 1.1, Adv.1.1, Acc1.2, Adv.Cr1.2, Adv.Cr2.1, Acc2.2, Adv2.3, Adv3, Adv4, 5, 7.1, 7.2, 8, 9, 10, 11

CTE: Arts, Media and Entertainment: A1.7, A1.5, A1.3, A1.6, A1.7, A1.8, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A3.2, A3.3, A3.4, A3.5, A4.5, A5.1, A5.3, A5.7, A7.2, A7.3, A8.4,

- A. Topics covered in this unit include advancing mastery of elements of art, principles of design, rules of composition and production techniques. Students will utilize observational skills, elaborate on imaginative ideas, while applying appropriate techniques to express the desired visual result. They will use various traditional materials and demonstrate awareness of ethical implications of making and distributing creative work. Prior to developing ideas, students will research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production. Students will document early stages of the creative process visually and/or verbally in traditional media. Culminating works will be presented and the unit will close with a class critique of each student's work.
- B. The culminating task for this unit is a public service announcement in the form of a poster. Students will visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Unit 2: Branding/Packaging Design

(9 weeks)

STANDARDS

Visual and Performing Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3.0, 4.0, 5.0, 6.0, 7.1, 7.2, 8, 9.0,10,11

CTE: Arts, Media and Entertainment: A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0

- A. Topics covered in this unit include the connection of form, structure, materials, color, imagery, typography, and regulatory information with ancillary design elements to make a product suitable for marketing. Packaging must be

functional, holding the product, enabling it to be transported and stored. It must stand out from competitors' packaging in some way, as well as appeal to customers in-store and online.

- B. The culminating activity is to create a brand and a mock product they will create packaging for. They will study the current market trends, think forward to what the market is demanding and integrate that understanding into their brand and packaging.

Unit 3: Event Production: booth design, mall decor, event decor, commercial display

(10 weeks)

STANDARDS

Visual and Performing Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4, 5, 6, 7.1, 7.2, 8, 9, 10

CTE: Arts, Media and Entertainment: A1.0, A2.0, A3.0, A4.0, A5.0, A7.0, A8.0

- A. Topics covered in this unit include the Principles of Design and the application of them using a variety of traditional materials and techniques across various industry sectors. They will assess the impact of art on the beliefs, values, and behaviors of a society. Students will extend this assessment to a study of the commercial marketplace trends and demands in order to create artistic visual displays for a specific industry and modify that display to accommodate a different aesthetic perspective.
- B. For the culminating activity students will create a storefront window design proposal for a fictitious local store. Students will be given a design concept and a fictitious business model that they will have to create a proposal design board and branding for the owners' approval. The use of traditional and technological tools will be used. This project will document the process of idea development, from early-stage ideas to fully elaborated ideas.

Unit 4: Digital Marketplace

(9 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.4; 5.1, 6, 7.2

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A5.0

- A. Topics covered in this unit include marketing, social media, online sales and entrepreneurship. Students will learn how to develop an online presence by creating and displaying their best work completed through the term. They will learn how to set up an online shop with their art designed onto products,

utilizing a print on demand service. Students will study the history and predict how changes in technology have and might change the role and function of visual arts in the workplace.

- B. The culminating task in this unit is a portfolio of student work displayed through an online marketplace. This project will synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.