

Glendale Unified School District School

High School

January 19, 2021

Department: Career Technical Education

Course Title: Design 1-2 (Revision)

Course Code: 2231/2232

Grade Level(s): 9-12

School(s)
Course Offered: Clark Magnet High School

UC/CSU Approved
(Y/N, Subject): Yes; F-Visual and Performing Arts

Course Credits: 10

Recommended
Prerequisite: None

Recommended
Textbook(s): Graphic Communications, 5th ed. Author: Z. A. Prust, 2010
The Goodheart-Willcox Company, Inc. Fifth Edition

Course Overview: This course will introduce students to the media and techniques used in creating expressive two-dimensional designs using industry standard software such as Adobe Illustrator and Photoshop. Students will identify and use the fundamental principles and elements of visual communication. They will familiarize themselves with design concepts beginning with hands-on problem solving exercises and abstract visual experimentation. Students will also show an understanding of historical contributions and cultural dimensions of Design/ Art in addition to developing a portfolio.

First Semester-Course Content

Unit 1: **Orientation**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector.

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.

A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

- A. Students will learn the class rules, expectations, studio procedures, vocabulary, and the use of materials and tools. It is important for students to learn these concepts in order to start the year with confidence.

Students will use critical thinking skills to brainstorm ideas, conceptualize, and create a composition for their first design project “Hand Drawing/Design Project”. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Student interviews, reflections, and classroom discussions will also be used as part of a diagnostic assessment.

- B. Students work on the Hand Drawing/Design Project. Students create a self-expressive, transforming artwork in which they transform a drawing/design of their hand into a scenery of their choice based on their personality, likes, and interests. Students can complete this assignment using a digital or traditional medium of their choice. They get to express who they, share it with others, and get to know each other. Students learn to express themselves creatively as a form of introduction to the Design class.

Unit 2: **Adobe Illustrator Tutorials Part 1**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

- A. Students will learn how to use the Adobe Illustrator Software through step-by-step tutorials. It is important for students to be able to use the software in order to create their designs. Students will learn the importance and function of the following tools:

Selection tools, creating basic shapes, the pen tool, combining shapes, the pathfinder palette, layers, colors, etc. Students will also be watching educational videos on how to use the tools.

Students will use critical thinking skills to compare and contrast the similarities and differences between Adobe Software (Illustrator and Photoshop) and why each software is being used by designers. Students will take a short quiz as part of a formative assessment. Reflections and classroom discussions will also be used as part of a diagnostic assessment.

- B. Students will follow along with each tutorial and turn in their work at the end of each class session. They will also complete extensive practice exercises for frequently used tools such as the pen tool. This will help students become familiar with and use the tools effectively to create their designs.

Unit 3: **Character in a Scene**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A.
Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

- A. Students will use the tools they practiced using during tutorials to create their first Adobe Illustrator design project. They will begin identifying and incorporating the elements of art and principles of design in their composition. Students will use critical thinking skills to brainstorm ideas for the character, conceptualize the scene, and create a strong composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students work on and turn in the Character in a Scene Project where they create their own character using their new knowledge of the Adobe Illustrator software. Students will also learn to emphasize and focus on shape and unity as part of the elements/principles of design.

Unit 4: **Adobe Illustrator Tutorials Part 2**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

- A. Students will continue learning how to use the Adobe Illustrator Software through step-by-step tutorials. It is important for students to be able to use the software in order to create their designs. Students will learn the importance and function of the following tools: Fill, stroke, swatches, gradient, zoom, eyedropper, pencil, scissors, rotate, reflect, effects, etc. Students will also be watching educational videos on how to use the tools.

Students will use critical thinking skills to analyze how they can use the materials and techniques to enhance their artwork. Students will take a short quiz as part of a formative assessment. Reflections and classroom discussions will also be used as part of a diagnostic assessment.

- B. Students will follow along with each tutorial and turn in their work at the end of each class session. They will also complete extra practice exercises for frequently used tools. This will help students become familiar with and use the tools effectively to create their designs.

Unit 5: **Phobia Poster**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

- A. Students will use the tools they practiced using during tutorials to create a Phobia Poster. They will strengthen their composition by applying the elements of art and principles of design. Students will use critical thinking skills to brainstorm ideas of the phobia, conceptualize the design, and create a strong composition for a Phobia Poster theme. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students choose a phobia of their choice and work on creating the Phobia Poster using their new knowledge of the Adobe Illustrator software. Students will also learn to create a focal point in the composition as part of their ongoing exploration of elements/principles of design.

Unit 6: **Negative and Positive Space Designs**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

- A. Students will learn to identify, create, and balance the positive and negative space in a composition. Students will use critical thinking skills to brainstorm ideas on their overall theme, conceptualize each part of the design, and create an 8 square digital black and white composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.

- B. Students will learn to identify the positive and negative space in a composition and create designs that demonstrate their knowledge. They will pick a theme of their choice, create 8 equally spaced squares, and each square will have detailed and original black and white design. Students will also learn to create pattern and unity throughout their composition as part of their ongoing exploration of elements/principles of design.

Unit 7: **Color Theory**

(4 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.

A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

- A. Students will learn the historical and current color theory and apply their knowledge to create meaningful designs. They will learn to identify the colors on the color wheel, meanings conveyed by colors, and the different color schemes. Students will use critical thinking skills to brainstorm ideas for digital painting, conceptualize the use of color to create meaning, and create a digital painting using a particular color scheme of their choice. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment. Students will also take a short quiz as part of a formative assessment.

- B. Students will take notes, research, and participate in learning about historical and current color theory, cultural and psychological meanings conveyed through color, and the various color schemes seen in nature and created by artists. They will participate in an activity where they identify their feelings as they look at different colors, explore how artists and advertisers use psychology of color, and paint a creative color wheel they design. Students will also practice mixing colors using watercolor paint. As a final design, they will pick a color scheme and create a digital painting which displays the meaning and emotions they choose to convey through their design. Students will focus on color, texture and variety as part of their ongoing exploration of elements/principles of design.

Unit 8: **Portfolio Compilation and Final Exam**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

Identify and ask significant questions that clarify various points of view to solve problems.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators

- A. Students will put together a digital portfolio of their best design pieces. Portfolio critique will be held as part of a diagnostic assessment. Students will also study, review, and take a final exam. The final exam will include questions from all 7 units of study. Questions will be in multiple choice and short answer format as part of a summative assessment.
- B. Students will turn in a digital portfolio and collaborate during the review for the final exam. They will have time to review, study, and take the final exam.

Second Semester-Course Content

Unit 1: **Perspective**

(4 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem.

A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.

- A. Students will learn how artists create an illusion of depth on a two-dimensional surface. They will learn to identify and create one and two-point perspective sketches and designs. Students will use critical thinking skills to brainstorm ideas for one-point perspective of a room, conceptualizing the entire picture, and creating a digital design using the perspective tool in Adobe Illustrator. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment. Students will also take a short quiz as part of a formative assessment.
- B. Students will take notes, research, and participate in learning how artists create the illusion of depth on a two-dimensional surface. They will practice by sketching one and two-point perspective drawings. As a final design, students will create a room of their choice using the one-point perspective tool in Adobe Illustrator. Students will also learn to use lines, value, proportion, and balance throughout their composition as part of their ongoing exploration of elements/principles of design.

Unit 2: Low-Poly Design

(3 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.

- A. Students will learn how to create a Low-Poly Design using Adobe Illustrator. They will follow a step by step tutorial with the teacher, watch educational videos on the subject, and practice creating Low-Poly designs. Students will use critical thinking skills to strategically place each shape, color, and values to create a realistic portrait design using Adobe Illustrator. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students will practice and create portraits using Low-Poly design technique on Adobe Illustrator. This technique is very challenging yet rewarding for many students as it helps

them create stunning images and portraits. Students will focus on using shape, form, and proportion throughout their composition as part of their ongoing exploration of elements/principles of design.

Unit 3: **Adobe Photoshop Tutorials Part 1**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

- A. Students will learn how to use the Adobe Photoshop Software through step-by-step tutorials. It is important for students to be able to use the software in order to create their designs. Students will learn the importance and function of the following tools: Selection tools, move tool, rectangular marquee, lasso, quick selection, crop, frame, eyedropper, spot healing brush, brush, clone stamp, etc. Students will also be watching educational videos on how to use the tools.

Students will use critical thinking skills to analyze the significance and functions of each tool and how they can be used together in the creative process. Students will take a short quiz as part of a formative assessment. Reflections and classroom discussions will also be used as part of a diagnostic assessment.

- B. Students will follow along with each tutorial and turn in their work at the end of each class session. They will also complete extensive practice exercises for frequently used tools. This will help students become familiar with and use the tools effectively to create their designs.

Unit 4: **Music Poster**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.4 Use visual metaphors in creating an artistic product.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.

- A. Students will use the tools they practiced using during the tutorials to create a Music Poster. They will use critical thinking skills to transform the lyrics of their favorite song into a visually powerful design by brainstorming ideas, conceptualizing, and creating a strong composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students choose a song of their choice and work on creating the Music Poster using their new knowledge of the Adobe Photoshop software. Students will also learn to create a focal point in the composition as part of their ongoing exploration of elements/principles of design.

Unit 5: **Adobe Photoshop Tutorials Part 2**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

- A. Students will learn how to use the Adobe Photoshop Software through step-by-step tutorials. It is important for students to be able to use the software in order to create their designs. Students will learn the importance and function of the following tools: History brush tool, eraser, gradient, blur, dodge, pen, type tool, path selection, shapes, rotate view, zoom, etc. Students will also be watching educational videos on how to use the tools.

Students will use critical thinking skills to analyze the significance and functions of each tool and how they can be used together in the creative process. Students will take a short quiz as part of a formative assessment. Reflections and classroom discussions will also be used as part of a diagnostic assessment.

- B. Students will follow along with each tutorial and turn in their work at the end of each class session. They will also complete extensive practice exercises for frequently used tools. This will help students become familiar with and use the tools effectively to

create their designs.

Unit 6: **Double Exposure**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.

- A. Students will use the tools they practiced using during the tutorials to create a design using Double Exposure effect. They will watch educational videos on how to create a double exposure effect. Students will use critical thinking skills to conceptualize and integrate two or more images into one creative and powerful composition. Final design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students choose a two or more images to merge into one creative, visually appealing, and meaningful design. Students will focus on balance, unity, and movement as part of their ongoing exploration of elements/principles of design.

Unit 7: **Logo and Stationary Package Design**

(3 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

- A. Students will learn the best practices, elements, and guidelines of creating powerful logo designs. They will use critical thinking skills to analyze branding, sketch their ideas while brainstorming, and create a logo for a business of their choice. Final stationary package design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students create branding for a business of their choice. They will design a logo and create a stationary package using the logo design elements. Students will also learn to create unity within the entire branding package as part of their ongoing exploration of elements/principles of design.

Unit 8: **Advertising Design**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

- A. Students will learn the best practices, elements, and guidelines of creating powerful Advertising layouts and designs. They will use critical thinking skills to analyze layouts and compositions, sketch their ideas while brainstorming, and create an advertisement for the business they chose to design a logo. Final advertising layout and design will be submitted digitally and an annotated rubric will be used to assess student work. Critiques, short answers, and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students create branding for a business of their choice. They will design a logo and create a stationary package using the logo design elements. Students will also learn to create unity within the entire branding package as part of their ongoing exploration of elements/principles of design.

Unit 9: **Portfolio Compilation and Final Exam**

(2 weeks)

STANDARDS

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway.

A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards.

Identify and ask significant questions that clarify various points of view to solve problems.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators

- A. Students will put together a digital portfolio of their best design pieces. Portfolio critique will be held as part of a diagnostic assessment. Students will also study, review, and take a final exam. The final exam will include questions from all 8 units of study. Questions will be in multiple choice and short answer format as part of a summative assessment.
- B. Students will turn in a digital portfolio and collaborate during the review for the final exam. They will have time to review, study, and take the final exam.