

Glendale Unified School District

High School

April 4, 2023

Department: Career & Technical Education

Course Title: Design 3-4 Honors

Course Code: 2233V/2234V

Grade Level(s): 10-12

School(s): Clark Magnet High School
Course Offered

UC/CSU Approved Yes
(Y/N, Subject):

Course Credits: 10

Recommended
Prerequisite: Design 1-2

Recommended
Textbook: Graphic Communications, Z.A. Prust, 2010, The Goodheart-Wilcox
Company, Inc. Fifth Edition

Course Overview: This course will continue expanding the student's knowledge of 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.

Materials:

HP ZBook Laptops with Pens, Headphones, and Mice
Adobe Illustrator and Adobe Photoshop Software
HP laserjet Color Printer and Ink
HP DesignJet Z5600 PostScript Printer
Printer Paper of various sizes, quality, texture, and weight
Drawing and Painting Paper
Watercolor and Acrylic paint and Paintbrushes
Paper Palettes
Rulers of various sizes and kinds

Drawing Compasses

X-Acto Knives
Cutting Boards
Double Sided Tape
Drawing Pencils, Color Pencils, and Markers
Erasers and Pencil Sharpeners
Presentation Boards

Course Content

First Semester

Unit 1: Orientation and Review

(1 week)

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.

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 review the class rules, expectations, studio procedures, vocabulary, and the use of materials and tools. It is important for students to review these concepts in order to start the year with confidence. Students will use critical thinking skills to brainstorm, share, and sketch their ideas for their first design project “Connecting Through Art”. Student interviews and classroom discussions will also be used as part of a diagnostic assessment.
- B. Students review the rules, expectations, and procedures of the class. Students share their personal experiences of the current world events and sketch their ideas. Students learn to express themselves creatively as a form of introduction to the Design class.

Unit 2: Connecting Through Art

(2 weeks)

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. A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting.

- A. Students will use the Adobe Illustrator software or other art mediums to create a composition for the Connecting Through Art Project. They will use critical thinking skills to brainstorm ideas, express their experiences, conceptualize the design, 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 Connecting Through Art Project where they express their personal experiences during current world events and connect to others. Students will focus on creating a strong and balanced composition.

Unit 3: PTA Reflections

(3 weeks)

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. A3.2 Describe how the issues of time, place, and cultural influence are reflected in a variety of artistic products.

- A. Students will design an artwork for the Annual PTA Reflection Art Contest. They will start by brainstorming and sketching their ideas. Students will follow the rules and guidelines for the artwork set by the PTA. Students will use critical thinking skills to 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 the current theme of the PTA Reflections and participate in the competition. This unit is very exciting for students since they get to compete and showcase their artwork. Students who choose to enter the competition will also receive certificates and recognition for their participation.

Unit 4: History of Graphic Design

(2 weeks)

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway. A1.5 Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production. A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards. 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

- A. Students will work in groups of 3-4 to research and prepare a slide presentation about the History of Graphic Design (1940's - 2000's). Each group will be given a decade and each student will pick a designer from that particular decade. Students will individually

research their own designer's biography, artistic style and contributions to the field of Graphic Design. They will also collaborate to create a slide show presentation for the

decade. Students will use critical thinking skills to compare and contrast the evolution of graphic design throughout the decades. They will present their slide show to the entire class as part of a diagnostic assessment. Students will also take a short quiz as part of a formative assessment.

- B. Students will conduct research about a famous designer from the past. They will also collaborate with their classmates to create a slide show presentation about the History of Graphic Design and present it to the entire class.

Unit 5: Emulate a Designer

(2 weeks)

CTE State Standards for Arts, Media, and Entertainment Pathway Standards. A. Design, Visual, and Media Arts Pathway. A1.5 Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production. A1.9 Analyze the material used by a given artist and describe how its use influences the meaning of the work. A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

- A. Students will create a design emulating the designer they chose to research in Unit 4. They will use critical thinking skills to brainstorm ideas for their design and conceptualize the layout, style, and color scheme of their design. Students will consider factors such as the artist's artistic style, genre, design trends of the decade, and color schemes used by the designer. 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 create a design by emulating a famous designer of their choice. Their artwork will closely emulate the artistic style of the designer and reflect the designs created during that particular decade.

Unit 6: Typography Portrait

(3 weeks)

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

A1.8 Compare how distortion is used in a variety of media to modify the message being communicated. 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 follow a step-by-step tutorial and practice manipulating text using Adobe Illustrator. They will practice critical thinking skills to brainstorm ideas on their choice of the subject matter and

conceptualize the techniques they will use to manipulate text. Students will also carefully consider the words and phrases that relate or describe their chosen individual and create a typography portrait. Final design of the portrait 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 manipulate text and create a unique Typography Portrait. Students will utilize and focus on shapes, patterns, and movement throughout the composition as part of their ongoing exploration of elements/principles of design.

Unit 7: Aviation Design

(3 weeks)

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

A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product. A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design. 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 create a design following the annual theme chosen by the Hollywood Burbank Airport. Students will use critical thinking skills to brainstorm ideas for the current theme, conceptualize the overall composition, and create a strong digital design. For this project, students will have the opportunity to participate in a real life design competition as part of the community. Students who win the competition will have their design displayed at the airport for one year. This is a great opportunity for students to compete and showcase their artwork on a larger scale.
- B. Students will participate in a real life Aviation Design project and submit their work to a competition. They will learn about aviation and get an exciting opportunity to have their work displayed at The Hollywood Burbank Airport.

Unit 8: Portfolio Compilation and Final Exam

(2 weeks)

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. They will create a Google slide-show presentation of their portfolio to share with the class. Each piece will have the title, date, medium used and a short artist's statement. 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

Unit 1: Healthy Food Packaging Design

(4 weeks)

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. A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design. A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project. A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

- A. Students will work with a partner to create a packaging design for a healthy food package of their choice. Students will use critical thinking skills to solve the problems and challenges they will encounter as they create an advanced level packaging design. This unit will start with a design brief asking students to research, identify, and write down all the different elements of food packaging and marketing. Students will also research healthy foods and organic/natural ingredients. They will create an ingredients label, a logo, and research various templates. The packaging needs to follow all the FDA guidelines and requirements. Final design will be submitted digitally and will be printed out and constructed by students. An annotated rubric will be used to assess student work. Critiques and classroom discussions will be used as part of a diagnostic assessment. Students will also take a short quiz as part of a formative assessment.
- B. Students will create a Healthy Food Packaging Design using a template and design of their choice. This is a real life complex project where students get to experience the process of packaging design from conceptualization to construction.

Unit 2: Advertising Design

(2 weeks)

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

Design, Visual, and Media Arts Pathway. A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project. A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

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 review the best practices, vocabulary, 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 food packaging from unit 2. 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. Students will also take a short quiz as part of a formative assessment.

- B. Students will create successful advertisement layouts. Advertising will help students think about how to attract the attention of their target market and audience through their designs.

Unit 3: Childhood Memories Booklet

(2 weeks)

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. A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product. A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

- A. Students will create a multi-page booklet of their childhood memories. They will use critical thinking skills to create an effective layout with an effortless visual flow of images and text. They will add their favorite memories, stories, photos, and experiences. Students will transform their favorite childhood memories 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 will create a booklet full of their best childhood memories. They will print, trim, staple, and put their booklet together as a professional piece of artwork.

Unit 4: Movie Poster

(2 weeks)

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

A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media. A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. A4.3 Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective.

- A. Students will pick an upcoming movie of their choice and create a poster for that movie. They will watch tutorials and educational videos on creating a successful movie poster. They will also compile images and information critical to the movie poster design. Students will analyze current industry designs and the differences in image dominant and headline dominant designs. They will use this knowledge to create their 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 create a successful and professional movie poster. They will combine images, text, and special effects using Adobe Photoshop and Illustrator.

Unit 5: Careers in Art/Design

(2 weeks)

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

A5.2 Explore the role of art and design across various industry sectors and content areas. A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.

CTE State Standards for Arts, Media, and Entertainment: Knowledge and Performance Anchor Standards. 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

- A. Students will work in groups of 2-3 to research and prepare a slide presentation about Careers in Art/Design. Each student will be given a career to research with specific guidelines and instructions. Each group will also collaborate to create a slideshow presentation. Students will use critical thinking skills to analyze, compare and contrast the requirements, education, and demands of the different career options. They will present their slide show to the entire class as part of a diagnostic assessment. Students will also take a short quiz as part of a formative assessment.
- B. Students will conduct research about art/design career options. They will also collaborate with their classmates to create a slide show presentation and present it to the entire class.

Unit 6: Career Poster

(2 weeks)

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

A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media. A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. A4.3 Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective

- A. Students will create an informative poster for the career they researched in unit 6. They will analyze current industry poster designs, rules, and guidelines to create successful and visually appealing posters. The posters need to include important information such as skills, education, work environment, and salary information. Students will combine images and text in an organized, carefully aligned, and creative 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 create successful and professional career posters. They will combine images and text using Adobe Photoshop and Illustrator. We can put up the posters in the classroom for all design students.

Unit 7: Redesigning Currency

(3 weeks)

CA Standards for Career Practice

4. Apply technology to enhance productivity. 5. Utilize critical thinking to make sense of problems and persevere in solving them. 10. Demonstrate creativity and innovation. 11. Employ valid and reliable research strategies.

Industry Sector Anchor Standard : 2.6, 4.0, 4.1, 4.3,5,4,7,4,7,8,8,6

Pathway Standard : A1.0, A1.2, A2.0, A2.1, A2.4, A2.6A3.2, A4.2, A5.5, A8.1

- A. In this unit students will research historical and cultural traditions including art/design of another country of their choice and redesign the currency of that country. Students will analyze the existing currency of their chosen country and decide what and why they would like to improve in their own version of the currency. They will research the culture of the county and collect important images to be used in their own design.
- B. Students will draw three different thumbnail sketches for four different bills. After choosing one final design, they will create 4 color layouts, one for each bill. Students will digitally design the currency, print and turn it in. Weekly progress checks will be made every week during the process.

Unit 8: Board Game Design

(3 weeks)

CA Standards for Career Practice

1. Apply appropriate technical skills and academic knowledge 4. Apply technology to enhance productivity, 5. Utilize critical thinking to make sense of problems and persevere in solving them.

10. Demonstrate creativity and innovation, 11. Employ valid and reliable research strategies.

Industry Sector Anchor Standard : 2.6, 4.0, 4.1,4,3,5,2, 5.3,5,4, 6.3, 6.4,6,6,7,2,7.4, 7.5, 8.2, 9.7, 10.2, 10.3 Pathway Standard : A1.0, A1.2, A2.0, A2.1, A2.6, A2.9, A4.0, A4.4, A5.7, A8.1, A8.2, A8.7

- A. Students will design a board game of their choice. The design process will include the following criteria; Board game designed using Adobe Illustrator Accessories such as money, etc. Instructions on how the game is played. They will also do research, Search board games, images online and read how each game is played, collect images of different board layouts, styles, themes, rules, instructions, game pieces, etc. The design process will include the following: Designing the layout, Choosing colors, Designing the players and creating the game rules.
- B. Students will only use the graphics they create. They will focus on the quality of the graphics, aesthetics of their board and overall neatness and craftsmanship. After students finish designing each part of the board game, they will print the final design and paste it on a board. They will also design and create the accessories for the board game. Weekly progress checks will be made every week during the process.

Unit 9: Portfolio Compilation and Final Exam

(2 weeks)

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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. 5.1 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

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