

Glendale Unified School District School

High School

January 19, 2021

Department: Career Technical Education

Course Title: Design 5-6 Honors (New Course)

Course Code: 2260V/2261V

Grade Level(s): 11-12

School(s)

Course Offered: Clark Magnet High School

UC/CSU Approved

(Y/N, Subject): F-Visual and Performing Arts with honors designation

Course Credits: 10

Recommended

Prerequisite: Design 1-2 and Design 3-4

Recommended

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

Course Overview: Design 5-6 is the capstone course for the Arts, Media and Entertainment industry sector, Design, Visual & Media Arts Pathway. This course will cover the fundamental principles and elements of visual communication. Students will engage in a comprehensive exploration of the various aspects of visual communication including theory, technology and practice. Design 5-6 is intended for self-motivated students who wish to continue their education in the Design field and who would like to contribute to the community through service projects using the students' design skills.

Students will familiarize themselves with design concepts beginning with hands-on problem solving exercises and abstract visual experimentation. They will move on to interact with state-of-the-art graphic design tools,

namely, Adobe CS6; Illustrator, Photoshop, and InDesign, and also gain a basic understanding of previous technology which has provided the foundation for current methods.

First Semester-Course Content

Unit 1: Orientation and Review

(2 weeks)

STANDARDS

CA Standards for Career Practice

3. Develop an education and career plan aligned with personal goals

Industry Sector Anchor Standard:

2.6, 3.0, 3.1, 3.2, 3.3, 3.5, 3.9, 6.2 6.3,6.4, 6.6, 7.2, 8.3, 8.4, 8.7, 101, 10.2

Pathway Standard: A1.0, A1.1, A5.0, A5.2, A8.I

Common Core State Standards

Reading Standards for Informational Text: 11-12.7 Reading Standards for Literacy in History/Social Studies; 11-12,7 Writing Standards: 11-12.4 Writing Standards for Literacy in History/ Social Studies, Science, and Technical Subjects: 11-12.5

- A. This unit of study is for reviewing the concepts learned the previous year and for students to focus the direction they want to pursue artistically. Students will review class 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 review the following:
- Studio procedures and expectations
 - Elements of Art and Principles of Design
 - Audiences, markets, and concepts
- B. Upon completion of the unit students will feel more confident in their ability to use the computer and software. Students will demonstrate an understanding of vocabulary and invest in their future as a designer.

Unit 2: Social Issues Booklet

(6 weeks)

CA Standards for Career Practice

2. Communicate clearly, effectively, and with reason. 11, Employ valid and reliable research strategies. 12. Understand the environmental, social and economic impacts of decisions,

Industry Sector Anchor Standards: 2.4, 4.3, 4.4, 5.1,7.4, 7.8, 8,6,9,5

Pathway Standards: A1.0, A1.2, A2.0, A2.1, A2.6, A2.7, A3.0, A3.2, A3.4, A3.5, A3.6 A4.0 A4.2, A4.5, A8,1

Design 5-6 Page 3 Common Core State Standards

Language Standards: 11-12.2 Reading Standards for Literature: 11-12.1 Reading Standards for Informational Text: 11-12.1, 11-12.7 Reading Standards for Literacy in History/Social Studies: 11-12.1, 11-12.7, 11-12.9 Writing Standards: 11-12.2, 11-12.4, 11-12.5, 11-12.6, 11-12.9 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: 11-12.2, 11-12.4, 11-12.5, 11-12.6

- A. In this unit students will select a social issue that they are passionate about and create a booklet to draw attention to that issue. Based on their research and learning from documentaries, students will create an 8 page informational booklet that includes the following:

Explanation of Issue History of the issue, Facts- can be statistic, charts, etc. Pros and cons points of view- can be interviews, etc, Solutions/ personal actions -- how can people get involved to solve the issue? Local links/Resources.

- B. Students will write a proposal for the book and include the problem, cause and effect, the audience, design elements, links/resources/references, and the social action they will personally take to create awareness or change.

Students will write the contents of their book with appropriate sub-headings in their own words. A bibliography of all sources must be provided when final book is completed.

Students will draw three completely different thumbnail sketches for the 8 pages. After choosing (with teacher) one final thumbnail design, they will design a color layout for the cover page.

Students will digitally design the booklet, print and turn it in. Weekly progress checks will be every week during the process.

Unit 3: Redesigning Currency

(6 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 Standards: A1.0, A1.2, A2.0, A2.1, A2.4, A2.6A3.2, A4.2, A5.5, A8.1

Common Core State Standards

Reading Standards for Informational Text: 11-12.1, 11-12.7 Reading Standards for Literacy in History/Social Studies: 11-12.7, 11-12.9 Writing Standards: 11-12.9 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: 11-12.7, 11-12.8

- 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 4: Food Packaging Design

(6 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, 4.4,5,4,6,3,6,7,8,6, 9.7, 10.2

Pathway Standard: A1.0, A1.2, A1.4, A2.0, A2.1, A2.6, A2.9, A4.0, A4.3, A5.3, A8.1

Common Core State Standards

Reading Standards for Informational Text; 11-12.7 Reading Standards for Literacy in History/Social Studies: 11-12.7, 11-12.9 Writing Standards: 11-12.9 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: 11-12.7

- A. Students will create a design for a healthy food packaging. The following criteria will be considered as part of their design:

- Product
- Target audience
- Retail venue
- Price point
- Competition

B. Students will draw three different thumbnail sketches and choose one to create a color composition. They will decide what colors will appeal to their target audience. They will also decide what company and product name will attract the target audience. They will list all nutritional ingredients to be used and all mandatory information for packaging,

Students will also decide what kind of packaging shape/box and template they will use for their product. They will digitally design their packaging design on a template of their choice, print, construct and turn it in. Weekly progress checks will be made every week during the process.

Second Semester-Course Content

Unit 5: Special Edition DVD

(6 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, 12. Understand the environmental, social, and economic impacts of decisions.

Industry Sector Anchor Standard

2.6, 4.0, 4.1, 4.3, 5.1,5.26.3, 7.5, 8.2, 8.6, 10.2

Pathway Standards

A1.0, A1.2, A1.4, A2.0, A2.1, A2.6, A2.7, A2.9, A4.0, A4.3, A4.6, A5.3, A8.1, A8.2, A8.4

Common Core State Standards

Reading Standards for Informational Text: 11-12.7 Reading Standards for Literacy in History/Social Studies: 11-12.7, 11-12.9 Writing Standards: 11-12.8, 11-12.9 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: 11-12.4

A. Students will design a special edition DVD package for a movie of their choice. The design process will include the following:

- Research of the movie of their choice, collecting images
- Drawing three different thumbnail sketches of the packaging layout

- Designing the front and back cover and inside panels
- Designing the cover for the DVD insert
- Designing the DVD disc covers
- Designing the booklet that will go inside the package
- Designing any cutouts or pop up images that may be inside the package

B. After students finish designing each part of the DVD package, they will print, construct and turn in their final special edition package design. Weekly progress checks will be made every week during the process.

Unit 6: Board Game Design

(6 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

Common Core State Standards

Reading Standards for Informational Text: 11-12.7 Reading Standards for Literacy in History/Social Studies: 11-12.7, 11-12.9 Writing Standards: 11-12.8 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: 11-12.6, 11-12.8

A. Students will design a board game of their choice. The design process will include the following criteria:

- Board game designed using Adobe Illustrator
- Game pieces modeled with 3D software
- Accessories such as money, etc. .
- Instructions on how the game is played

Students will learn 3D modeling by following the tutorials on www.tinkercad.com . 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 7: Typography

(4 weeks)

CA Standards for Career Practice

1. Apply appropriate technical skills and academic knowledge 4. Apply technology to enhance productivity, 10. Demonstrate creativity and innovation.

Industry Sector Anchor Standard

2.4, 4.0, 4.1, 4.3,5.4, 7.4, 10.3

Pathway Standard

A1.0, A1.2, A1.5, A1.6, A1.8, A2.0, A2.1, A2.6, A2.7, A2.9, A4.0, A4.3, A4.6, A5.3, A8,1, A8.2

Common Core State Standards

Reading Standards for Informational Text: 11-12.7 Reading Standards for Literacy in History/Social Studies: 11-12.7, 11-12.9 Writing Standards: 11-12.8, 11-12,9 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: 11-12.4

A. In this unit, students will be given the opportunity to expand their creative process by using letterforms and words to create an artwork. They will create a typographic portrait of an artist, an author, a scientist, or a notable figure. The design will include a quote or a passage of text he/she has written,

Students will create a 16x20 portrait focusing on the composition- no floating heads, extreme centering, etc. They will use varying size and layout of type for a clean look It is important to create a realistic representation of figure, Students will add details created with type and make sure the quote or passage integrated seamlessly.

This unit is also a refresher course to typography. Students will revisit the history of typography as well as all of the components of typography including:

- Type Anatomy: height, cap height, baseline, ascender, descender, bowl, serif, stem, ligature, terminal, spine. Type Identification: The ability to distinguish between font families and typefaces. Type Categories: Serif, Sans-Serif, Blackletter, Modern, Roman, Old Style, Transitional, Humanist Sans, Geometric Sans.
- Proper Usage: Display vs. Body copy, Uppercase vs. lowercase
- Typesetting: tracking, leading, kerning

B. Once the students have designed their artwork, students will share and discuss their outcomes. Why did they make the choices they mad, why did they elect the font or color? What was their intention? Students will share out, demonstrating an understanding of vocabulary and speak to the successes of their work while also sharing ideas for improvement.

Unit 8: Self Promotional Design

(4 weeks)

CA Standards for Career Practice

1. Apply appropriate technical skills and academic knowledge 2. Communicate clearly, effectively, and with reason. 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

2.4, 3.0, 3.1, 3.2, 3.3, 3.8, 4.0, 4.1, 4.3,5.4,7.2, 7.4, 7.5, 7.8, 8.4,9.5, 9.7, 10.2, 11.2, 11.5

Pathway Standards

A1.0, A1.2, A1.9, A2.0, A2.1, A2.6, A2.7, A2.9, A3.2, A4.0, A4.3, A4.6, A5.3, A5.6, A8.1, A8.4, A8.7

Common Core State Standards

Reading Standards for Informational Text: 11-12.7 Reading Standards for Literacy in History/Social Studies: 11-12.7, 11-12.9 Writing Standards: 11-12.8, 11-12.9 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: 11-12.4, 11-12.5

- A. Students will create a design piece to promote themselves as a graphic designer. The following criteria will be considered as part of their design:
- Fun, interesting, humorous, eye catching idea
 - Includes their resume
 - Includes images of portfolio pieces
 - Can be 3D or 2D designing
 - Attention to detail and presentation

- B. Students will draw three different thumbnail sketches of different ideas and choose one to create a detailed sketch. They will also create a color composition. Students will decide what kind of 3D packaging shape or 2D template they will use for their self-promotional piece. They will finish designing digitally, construct and turn it in, Weekly progress checks will be made every week during the process.

Unit 9: 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.

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

- 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.

Students 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.