Glendale Unified School District

Middle School

June 21, 2022

Department:	Career Technical Education
Course Title:	Digital Media & Yearbook Design
Course Code:	1475GV/1476GV
Grade Level(s):	7-8
School(s) Course Offered:	Rosemont Middle School
UC/CSU Approved (Y/N, Subject):	N/A
Length of course:	Year
Semester Credits:	10
Recommended Prerequisite:	Computer & Multimedia Essentials, Intro to Media and Digital Arts
Recommended Textbooks:	None

Course Overview: Digital Media & Yearbook Design is a year-long course designed to have students understand the role of visual art and design, and its impact on society and culture, particularly in publication mediums. The course will focus on students understanding a designer's target audience and stimulating creativity through a variety of two-dimensional media. Then, students will apply this artistic process to create designs for the yearbook publication. Finally, they will maintain the integrity of design through the editing process, while collaborating and communicating with their colleagues on the yearbook staff. The assignments in the course will demonstrate a student's ability to apply the principles of design and effectively communicate their message. Assignments will also have students process, respond to, and judge design works using their knowledge of the elements of art and the principles of design.

Unit 1: **The Principles of Design** *(2 weeks)*

STANDARDS
Common Core Standards: English Language Arts RST1, RST4, RST8, WHST2, WHST6, WHST8
Career Technical Education Career Ready Practice Standards: all
Career Technical Education Arts, Media & Entertainment Pathway Standards: A1.2, A1.4, A1.8, A1.9, A2.6, A4.3, A4.4, A8.2

    A. Students will demonstrate an understanding, both written and verbal, of the principles of design using their knowledge from the textbook.
    B. Students will learn the principles of design including the following: balance, unity, emphasis, contrast, variety, proportion, movement, rhythm, and pattern/repetition through direct instruction, note-taking, and reading. Throughout the unit, students will compare and contrast the use of these elements in real world examples: yearbooks, advertising, publications, etc. They will conduct a study of how these design principles appear in our society, using magazines, websites, and advertising mediums. The study will include opportunities for students to identify the principles, and also for students to explain how the principles of design help to emphasize purpose. Videos and power point presentations. Additionally, students will be required to explain how the design reaches a particular audience through its strategic use of design principles.
    C. Research an advertising campaign and identify the company's use of design in order to persuade its customers. You will need to use the Internet, television, and magazines to identify several principles of design, then write explanations for how the element achieves purpose in the design. You will present your explanation in an oral presentation that assesses your ability to explain how the company uses the principles of design in two different mediums to persuade customers to buy their product.

    EQUIPMENT/SOFTWARE: Google, Microsoft PowerPoint

Unit 2: **Typography** *(2 weeks)*

STANDARDS
Common Core Standards: RST1, RST4, RST8, WHST2, WHST6, WHST8
Standards for Career Ready Practice: all
Career Technical Education Arts, Media & Entertainment Pathway Standards: A1.2, A1.3, A1.4, A2.2, A2.6, A3.1, A3.2, A5.1, A7.5, A8.2

    A. Students will identify and define terminology related to typography. Students will explain the use of typography in design to achieve purpose.
    B. Students will learn terminology and elements of typography through use of examples, both teacher and student-selected: legibility, justification, typefaces, weights, leading, etc. Students will need to define terminology as well as explain the purpose.

C. Use online resources to provide examples of how typography is used differently in publications, advertising, and print. Students will be asked to evaluate how typography affects the look of a product, creates emotion, and conveys a message based on its qualities: size, color, position, style. Students will need to demonstrate their understanding of the principles of typography by creating a time line using software of their choice. The time line will convey how typography has changed over time and a description of why the student believes the change occurred based on their study during the unit. Finally, students will use typography in yearbook layouts to add emphasis and create purpose in the yearbook spreads.

D. Students will collect ads that are based only on type and have no images to determine which elements (size, color, position, and style) is most important in the advertisement. Students will create a real or fictional school event poster working with a basic image of their choice, then adding type and color to create a message with meaning.

EQUIPMENT/SOFTWARE: Adobe Photoshop, Adobe Illustrator, Google

Unit 3: **Using Design to Deliver Theme**   *(2 weeks)*

STANDARDS
Common Core Standards: RST1, RST4, RST8, WHST2, WHST6, WHST8
Standards for Career Ready Practice: all
Career Technical Education Arts, Media & Entertainment Pathway Standards: A1.2, A2.1, A2.2, A2.3, A2.6, A2.7, A2.8, A2.9, A4.3, A4.5, A5.3, A8. 1, A8.2
Career and Technical Education Manufacturing & Product Development Pathway Standards: D1.1, D1.2, D2.1, D3.2

A. Students will develop the theme for the yearbook publication using their knowledge of design and theme packages.
B. During this unit, students will develop a comprehensive theme package for the yearbook. They will be responsible for including all of the following elements: title, graphics, typography, side bar design, and key elements of layout design.
C. Students will read, view presentations and tutorial videos about how design creates an identity for media, publication, and corporations. The students will create a multimedia presentation that identifies design elements and explains how each element helps to convey the theme's purpose. In addition, students will present the multimedia presentation to the yearbook students, explaining how each design element helps to convey purpose and branding for the current school year. Then, students will assess each other's presentations based upon its design elements and will write suggestions for the group, detailing their understanding of design, as well as providing feedback for the group's revision process. The teacher will facilitate a process for selecting one of the theme packages for the current publication, and then the students will edit and refine the multimedia presentation to address audience concerns: consistency, visual impact, cohesion.

EQUIPMENT/SOFTWARE: Adobe Photoshop, Adobe Illustrator

Unit 4: **Page Layout Design and Creation**   *(20 weeks)*

STANDARDS
Common Core Standards: RST1, RST4, RST8, WHST2, WHST6, WHST8
Standards for Career Ready Practice: all
Career Technical Education Arts, Media & Entertainment Pathway Standards: A1.2, A2.2, A2.6, A2.8, A7.2, A7.5, A8.1, A8.2

  A. Students will design layouts for the yearbook publication using knowledge from the textbook, digital classroom, previous units, and Adobe Creative Suite programs.
  B. Students will use publication models (provided by the teacher), and the internet to establish successful traits of layout design: visual impact, levels of space, balance, unity, proportion, contrast, consistency, and variety. Using previous years' publications, students will assess the integrity of layouts, explaining how the design elements were/were not successful. Then, students will apply knowledge from previous units to create layouts that exemplify successful strategies of design: balance, unity, emphasis, contrast, variety, proportion, movement, rhythm, and pattern/repetition. The layouts will differ in purpose according to which section they appear in the publication; therefore, students must adjust the layout and its contents in order to reflect the audience: sports, student life, clubs, academics, theme pages, portraits.
  C. Write a reflection explaining how you utilized at least five elements of design in your layout. Your explanation needs to convey your understanding of the element, the reason you selected that element for your spread, and how the element helps create cohesion and balance with other spreads of the yearbook. Students will photocopy or print from the Internet five small versions of magazine covers that they believe work well, and five that they believe can be improved. Students will make notes next to each image about the connection between the topics presented, and how the design supports or does not support the message of the magazine. Students will choose one of the covers they think does not work well, and make 3-5 sketches of changes they would make to this cover referring to elements like typography, hierarchies, use of photographs, color, and other design elements. Students will use their understanding of covers and design elements to draft a cover which incorporates ideas in their theme package (Unit 3) and design elements represented in their layouts.

EQUIPMENT/SOFTWARE: Adobe Photoshop, Adobe Illustrator, Adobe CC

Unit 5: **Assessment of Design During Publication Production**   *(4 weeks)*

STANDARDS

Common Core Standards: RST1, RST4, RST8, WHST2, WHST6, WHST8
Standards for Career Ready Practice: all
Career Technical Education Arts, Media & Entertainment Pathway Standards: A1.1, A1.2, A1.3, A1.5, A1.9, A2.3, A8.2
Career and Technical Education Manufacturing & Product Development Pathway Standards:

A. Students will use the principles of design to solve a series of design problems on layouts.
B. Throughout this unit, students will assess yearbook spreads, maintaining the integrity of the original design, yet simultaneously making necessary changes to improve content coverage, cohesion, and delivery. Students will use rubrics in order to assess the usage of design in the yearbook spreads, assessing the spreads' use of the following: photography, color, graphic elements, and typography. For each spread, students will communicate their feedback to the other students, in small groups, explaining what changes need to be made based upon the principles of design. Additionally, students will identify and communicate successful implementation of design elements. Similarly, they will communicate this feedback in small groups, explaining why the design helps to improve the spread's delivery of content.
C. For at least one spread per deadline, students will complete a presentation to the entire class that explains the suggestions made for refining the layout. In this explanation, the student needs to identify the design element, explicitly state the recommended revision, and explain why the revision will improve the integrity of design in the publication based on design principles.

EQUIPMENT/SOFTWARE: Adobe Photoshop, Adobe Illustrator, Google

Unit 6: **Creating Promotional Tools**   *(4 weeks)*

STANDARDS
Common Core Standards: RST1, RST4, RST8, WHST2, WHST6, WHST8
Standards for Career Ready Practice: all
Career Technical Education Arts, Media & Entertainment Pathway Standards: A1.2, A2.1, A2.6, A2.9, A5.5, A7.2, A7.5, A8.2, A8.5
Career and Technical Education Manufacturing & Product Development Pathway Standards: D1.1, D1.2, D2.1, D8.1, D8.2
Career Technical Education Marketing, Sales, and Services Standards: A1.9, A4.1, A5.7

A. Students will create promotional tools for the yearbook publication using elements of design and the Adobe Creative Suite programs.
B. Throughout the year, the yearbook staff promotes events and sales for the publication. Students will explore the variety of advertising that companies use to reach customers, and how graphic designers find advertising design solutions, students will design a variety of tools to be used on campus: posters for classrooms, posters for campus as well

as social media marketing. Each promotional tool will adhere to the elements of design, showcasing the students' understanding of design principles. The students will utilize these principles effectively to convey a message to the student body. Students will need to convey a particular message by demonstrating an understanding of task, purpose, and audience.

C. Create a promotional poster for those students who have not purchased a yearbook. Your poster must use at least three elements of design studied in the course. It should use elements from the theme package for the current publication to reinforce its message. Students will write a short, constructed response analyzing how the image selected best summarizes the main idea of the poster, why the typeface selected fits their subject best, as well as how they created impact through their use of space. Students will also create a storyboard to show the verbal, visual, and sound sequences of a 15-30 second yearbook ad to run on student announcements, emails, and social media. Each product will be assessed on their ability to create a consistent, effective concept that works together both in print and over the airways.

EQUIPMENT/SOFTWARE: Scanner, Camera, Printer, Adobe Illustrator or Photoshop

Unit 7: **On-Going Electronic Graphic Design Portfolio**   *(2 weeks)*

STANDARDS
Common Core Standards: RST1, RST4, RST8, WHST2, WHST6, WHST8
Standards for Career Ready Practice: all
Career Technical Education Arts, Media & Entertainment Pathway Standards: A1.2, A2.2, A2.5, A2.6, A5.6, A8.2, A8.5
Career and Technical Education Manufacturing & Product Development Pathway Standards:

A. Students will establish an online electronic graphic design portfolio which will showcase student growth and development of design principles.
B. Throughout the year, students will compile an electronic portfolio of graphic design products from each unit of the course. Each portfolio submission will include demonstration of the process of using graphic design to achieve purpose: drafting, providing feedback, revising, in order to create a final product. A reflection will be attached to the submission which describes how the assignment meets the elements of design applicable to the unit of study, showcasing the students' understanding of design principles, as well as an explanation of the process followed in creating the product. Each electronic portfolio will be linked to the yearbook website.
C. The selections should showcase all your work, as well as show your growth in understanding and applying the varying elements of graphic design.

EQUIPMENT/SOFTWARE: Adobe Photoshop or Adobe Illustrator, Google