Glendale Unified School District

High School

June 20, 2017

Department: Career Technical Education

Course Title: Graphic Communications 1-2 (Formerly Graphic Arts 1-2)

Course Code: 5480/5481

Grade Level(s):   9-12

Course Credits: 10

Recommended
Prerequisite: None

Recommended
Textbook: Graphic Communications by Z.A. Prust
                         Publisher The Goodheart-Willcox Company, Inc. 2010

Course Overview: Graphic Communications 1-2 is an introductory course for the
                         Manufacturing and Product development CTE Pathway. This course will
                         provide students with a working knowledge of graphic design and
                         digital media. Students will gain basics of computer software skill and
                         application of tools available in Adobe InDesign, Photoshop and
                         Illustrator, design and development of preprint art and an introduction to
                         screen-printing. After completion of this course, students will be
                         proficient at various aspects of visual communication for graphic design,
                         advertising, publishing, multimedia, screen-printing technology, pre
                         press, print technology and ready to take Graphic Communications 3-4
                         and earn the Adobe Industry Certificate.

Course Content

Semester 1

Unit 1: Introduction to Graphic Communications   (2 week)

Standards:
Common Core Writing Standard: 11-12.3, 11-12.6
Common Core Language Standard: 11-12.3
Common Core Algebra Standard: 2
Common Core Scientific and Engineering Practices: 7

California Anchor Standard for Manufacturing and Product Development: 2.0, 3.0, 10.0, 11.0
Manufacturing and product Development Pathway Standard: A1.0, A3.0

A. This unit introduces students to visual communication, Graphic Arts Technology and related fields. Students will explore design development, creative brainstorming, pencil layout, storyboards and Comic book art rendering.

B. Student Assignments

1. Identify and understand the major printing processes • "Pencil Technology" the Creative development of ideas, thumbnail sketches, pencil layout, storyboards, comic book story rendering.
2. Draw pencil layout samples of the "three steps of layout" • Create a pencil layout "duplicating" a magazine advertisement using accurate measurement, graphics, photographic imagery, text, spacing. Inspect, proofread and adjust your completed product.
3. A penciler is an artist who works in the creation of comic books, graphic novels, and similar visual art forms. In the American comic book industry, the penciler is the first step in rendering the story in visual form. Students will create a eight page/folded comic book in developmental pencil layout form.

Unit 2: Foundations of Design & Academic Connections   (4 weeks)

Standards:
Common Core Writing Standard: 11-12.6
Common Core Language Standard: 11-12.3
Common Core Scientific and Engineering Practices Standard: 7
Common Core Math Functions Standard: 1
California Anchor Standard for Manufacturing and Product Development: 1.0, 5.0
Manufacture and Product Development Pathway Standard: A2.0, A3.0

A. This unit is designed to provide a fundamental overview of design principles and practices (principals & elements of art/design). Students will review types of design, media selection, and visual communication concepts such as composition, typography, and color theory. Students will gain an understanding of the application of basic graphic art design principles to achieve specific project goals. Students will be introduced to Mathematical and Analytical concepts central to the study of graphic design, web design, digital imaging, printing technology, digital photography, multimedia, and animation. Students will be introduced to the critical need for good personal communication skills, reading, writing, interviewing/job search and creative expression.

B. Student Assignments

1. Idea generation & brainstorming • Incorporating Elements of Art / Principles of Design • Sketch, build and proof a pencil layout • Understanding image resolution • Introduction to Color Theory & Color Reproduction (print color and digital color) • Create a digital color wheel • Introduction to Typography and Elements of Type Design • Understand the design organization Process • The Principles of Design in Layout • Design History - Notable Graphic Designers • The History of Poster Design Visual impact - Designing Posters for Persuasion • Corporate Logo Design

2. Graphic design requires a working knowledge of mathematical and analytical concepts central to the study of graphic design, to work with issues of measurement, digital design, web design, digital imaging or digital type design. Students will demonstrate a working knowledge of basic mathematical concepts required for graphic design, computers, printing, digital photography, multimedia and animation / Check for understanding worksheets and testing.

3. Create a basic graphic layout for a business card applying images and text • Students will create a pencil layout and poster with strong conception ideas. Use of a grid blue line for layout planning. Poster topic: Historical "Peaceful Protest or Persuasion Events" (MLK Lincoln Park demonstration, Civil rights, Women's rights/ERA, Gandhi's Salt march, Berlin Wall, Tiananmen square, Immigration and environmental issues) Use important names/people, authentic dates, venue or location. Knowledge of your topic is required for class peer assessment and critique.

4. Students will review elements of design and visual communication concepts such as composition, typography, elements/principals of design and color theory by evaluating three important historical designers. Students will choose one historical poster or advertisement for each designer to evaluate, analyze, compare and critique in a written report. Discuss "are these designs still effective for modern design and advertising?"

5. Students will gain an understanding of the application of basic graphic design principals to achieve a specific goal. Students will gain knowledge of important historical graphic designers and design styles still used and important today in design/advertising.

Unit 3: Desktop Publishing   (4 weeks)

Standards:
Common Core Writing Standard: 11-12.6
Common Core Language Standard: 11-12.3
Common Core Algebra Standard: 2
Common Core Scientific and Engineering Practices Standard: 7
Common Core Math Functions Standard: 1
California Anchor Standard for Manufacturing and Product Development: 1.0, 2.0, 4.0, 5.0, 8.0
Manufacture and product Development Pathway Standard: A3.0, A5.0, A7.0

A. This unit focuses on developing skills for desktop publishing and page layout using computer technology. Students will produce sketches, pencil layouts, and comprehensive layouts for a printed document while using design principles to guide the process. Students will learn to create documents (flyers, business cards, brochures, event posters, menus) using a variety of computer applications Adobe InDesign CC, Photoshop, and Adobe Illustrator CC. In addition, students will evaluate/proof graphic arts production, designs, and layouts for proper measurement/art size, grammar, punctuation, and adherence to assignment specifications.

B. Student Assignments

1. Using desktop publishing soft wear Adobe Photoshop/Illustrator CC "duplicate" an advertisement using accurate measurement, graphics, photographic imagery, text and color. Inspect, proofread and adjust your completed project for accuracy.
2. Using Grids for Layout summary
3. Deconstruct a magazine page for type font/size, PMS color, list principals and elements of design used • Advertisement duplications

Unit 4: Digital Image Creation & Editing   (5 weeks)

Standards:
Common Core Writing Standard: 11-12.6
Common Core Language Standard: 11-12.3
Common Core Scientific and Engineering Practices Standard: 7
Common Core Math Functions Standard: 1
California Anchor Standard for Manufacturing and Product Development: 8.0, 10.0
Manufacture and product Development Pathway Standard: A3.0, A7.0, A13.0

A. This unit focuses on the creation and manipulation of digital graphics using electronic imaging software. Students will learn use electronic imaging software to acquire (import and scan), edit, retouch, and color correct digital photographs. Students will use electronic imaging software to create and manipulate digital illustrations. The Ethics of Photoshop, Plagiarism/Fair Use guidelines, and Photo Editing are reviewed covering unethical use of Photoshop in commercial advertising, news and fashion media, and lecture/discussion. Create a written summary with noted samples.

B. Student Assignments

1. Perspective grid tool in Illustrator / typography with perspective • Rio 2016 Olympics & Para Olympics - Summer Games in Brazil / Poster design, focus on one sports venue • Repairing and Retouching a family photo image using Adobe Photoshop • Scan and colorize a hand-drawn image • Scan and restore a

damaged family photo • Magical creature concept design/modifying and combining photos to create an imaginary animal • Photoshop Filters & Tools / summary, compare similarities and differences

2. Convert and edit formats including encapsulated postscript (eps), drawing (dwg), and portable document file (pdf) Demonstrate a working knowledge of converting and editing formats, summarize your findings in a written report.

3. Vector vs Raster • Understanding Graphic File Formats • Modifying a Portrait • Scan and colorize a hand-drawn image using Adobe Photoshop • Repairing and Retouching an Image Using Adobe Photoshop • Drawing with Graphics Tablets in Photoshop • Creating an Illustration using Adobe Illustrator CC Pen Tool • Color and Draw in Photoshop

4. Drawing with Graphics Tablets in Photoshop. Create an original illustration to incorporate into a Poster design for a "Pet Adoption Day' at a SEACCA animal shelter.

5. Differentiate between and operate Macintosh (MAC) and personal computer (PC) platforms for development. Show a working knowledge of converting MAC files to readable format files, Chrome book, PC to transfer for pre portfolio files. Document and summarize your findings.

Unit 5: Screen Printing / Traditional & Digital Applications   (4 weeks)

Standards:
Common Core Writing Standard: 11-12.6
Common Core Language Standard: 11-12.3
Common Core Algebra Standard: 2
Common Core Reading Standards for Informational Text 11-12.7
California Anchor Standard for Manufacturing and Product Development: 1.0, 9.0
Manufacture and product Development Pathway Standard: A1.0, A9.0

 A. This unit focuses on the production of screen-printed products. Students will create/design art using Photoshop or Illustrator to create T-shirts, patches, tote bags, and posters. Students will study screen-printing production fundamentals, safety, terms & tools, problem solving and industrial trends/careers. Students will produce a single color product, advancing to production of multicolor products. Production experience designing & screen-printing for schoolteachers, office staff, administration, clubs, events, local non-profit business, scouts and churches. Entrepreneurship / Starting your own company and the Business of Screen Printing will also be covered.

 B. Student Assignments

1. Students will produce a screen-printed T-shirt reproducing the image of a person who has prompted "World Peace" with a personal quotation. Reflect and research what makes a "person of peace", write a biography report.

       Follow up of class peer and teacher assessment critique. Students will experience traditional screen-printing and heat transfer process. Review of screen-printing work safety and trouble shooting difficulties in production.

2. Demonstrate production skills for single and multi-color images • Demonstrate how to apply them across various types of printed products • Screen print various advertising products for a Food Truck business, including a T-shirt, apron, cap, signage, and menu on various substrates. Design a color logo for a Food Truck business, prepare color separated logo art and screens for a multi-color printed T-shirt.

3. Research report: Create a written report of current trends in the screen-printing industry. Compare, evaluate and contrast traditional Screen Printing and "Direct To Garment" screen printing • Color sample display: Plastisol ink color wheel sample on fabric, explain how and why heat effects color.

4. Students will create a step-by-step Power Point, Google Chrome slide show, or Multimedia/Animation presentation of the Screen Printing Technology Process. Focus on one industry product (clothing/textile, sportswear, communication/signs, food packaging, skateboards, balloons, fine arts serigraphs, electronics/circuit boards, business branding/T shirts, aprons, hats) Discuss any EPA/ Environmental laws affecting your product in the Screen Printing Industry.

Semester 2

Unit 6: Multimedia & Photography in Advertising   (4 weeks)

Standards:
Common Core Algebra Standard: 2
Common Core Reading Standards for Informational Text 11-12.7
California Anchor Standard for Manufacturing and Product Development: 9.0, 10.0, 11.0
Manufacture and product Development Pathway Standard: A1.0, A10.0

       A. This unit focuses on the use of Multimedia in Advertising. It has brought a revolution in the traditional advertisement. In this way, it increases the importance of multimedia advertising for all of the companies, which sell products and services. Students will be introduced to digital photography, video, animation, and multimedia production processes. Focus on the combined use of several media, using sound and full-motion video or animation in computer applications. Survey of Animation used for Product Advertising.

       B. Student Assignments

       1. Rhythm & emphasis motion graphic • bouncing ball motion graphic • animation basics in Photoshop - puppet warp motion graphics • Logo Design

/ Logo motion graphic • Compare and contrast effectiveness of the five types of multimedia for effective communication: Numerical/Text, Image, Audio, Video, and Animation • Create an animation short or multimedia video presentation for a Sports or Beauty product Advertisement • Digital photography / Set up a photo shoot for a product to be used in an advertisement • Animation basics in Photoshop / puppet warp motion graphic.

2. Teamwork/partner project. Students will use basic animation/multimedia to create an Advertisement for a children's product. Students will create a Power Point or Google Chrome slide presentation showing the step-by-step development used to create the final product.

3. YouTube / Effective use of Typography in Movie Title Pages. Choose and evaluate/critique five movie title videos for visual effectiveness/impact. List name of the movie and identify all type fonts that are used. Create a storyboard for a type sequence used for movie credits. Source: YOUTUBE "Best Movie Title Sequences by Jeremy Adams" 101 videos title pages.

Unit 7: Pre Press: File Preparation & Proofing   (4 weeks)

Standards:
Common Core Writing Standard: 11-12.6
Common Core Language Standard: 11-12.3
Common Core Scientific and Engineering Practices Standard: 7
Common Core Algebra Standard: 2
California Anchor Standard for Manufacturing and Product Development: 1.0, 2.0, 10.0
Manufacture and product Development Pathway Standard: A1.0, A3.0

A. This unit focuses on the preparation of digital files for printing. Students will gain an understanding of the activities that take place between design and printing to ensure that projects print properly. This module is intended to introduce the concepts of file preparation, proofing and quality control. Proofreading/Misprinted work is costly. Spellcheckers are unreliable. Read every word in the piece several times before sending it off for printing. Check your work, make corrections, recheck it, and then have someone else review it.

B. Student Assignments

1. Preparing Art/Files for the Press • Understand Analog to Digital • Define and compare: CMYK, RGB, JPEG, PDF, DPI, Resolution, etc. in a written summary • Compare image resolution by saving an image at low & high Dpi, create a sample chart to define and compare outcome • Summaries the importance of a "Proofing Checklist" review the website

http://imagine-express.com/streamlining-the-graphic-design-approval-process/.

Unit 8: Print Technologies   (4 weeks)

Standards:
Common Core Writing Standard: 11-12.6
Common Core Language Standard: 11-12.3
Common Core Scientific and Engineering Practices Standard: 7
California Anchor Standard for Manufacturing and Product Development: 1.0, 4.0, 7.0, 10.0
Manufacture and product Development Pathway Standard: A3.0, A5.0, A7.0

A. This unit provides an overview of print technology from a traditional printing press to modern digital printing processes. Students will gain an understanding of offset lithography processes and will print products on various substrates. Students will also gain an understanding of the impact of printing technologies on society. Focus on press safety and basic operations.

B. Student Assignments

1. History of Printing and Communication
2. Modern press systems identification / Press systems schematic drawing
3. Press run assistant, students will assist the instructor set up and ink an offset press to print a single color business card
4. Summarize Printing Ink formulation- Soy based inks and the Environment
5. Create a Paper Identification chart
6. Environmental issues in the Printing Industry/Written report

Unit 9: Binding & Finishing   (2 weeks)

Standards:
Common Core Language Standard: 11-12.3
Common Core Writing Standard: 11-12.8
Common Core Scientific and Engineering Practices Standard: 8
Common Core Scientific Crosscutting Standard: 1
California Anchor Standard for Manufacturing and Product Development: 1.0, 4.0, 10.0
Manufacture and product Development Pathway Standard: A8.0, A13.0

A. This unit focuses on the post press operations involved in finishing print materials. Students will gain an understanding of post press operations including cutting, folding, assembling, and binding. Students will also learn how to minimize waste during finishing as well as important safety considerations for each operation. Focus on bindery safety & bindery machine operation.

B. Student Assignments

1. Identify various binding and finishing processes. Students will create and design a custom CTE class portfolio using graphic design images, text, color, photographic portrait, one page accordion fold insert, collated and trimmed.

2. Student choice of aluminum post binding, comb binding or perfect bind.
3. Create a Display Board of common paper folds used for Graphic Design • Design and make a notepad - padding, paper cutter • Trimming a business card - paper cutter • Four page brochure - saddle stitcher • Eight page newsletter - saddle stitcher • Bound book - comb binder • Aluminum post bound book - paper drill • Summarize post press finishing operations.

Unit 10: Integrated Graphics, Multimedia Production & Basics of Animation   (4 weeks)

Standards:
Common Core Language Standard: 11-12.3
Common Core Writing Standard: 11-12.6
Common Core Scientific and Engineering Practices Standard: 7
California Anchor Standard for Manufacturing and Product Development: 2.0, 3.0
Manufacture and product Development Pathway Standard: A10.0, A11.0, A13.0

A. This unit introduces connections between Graphic Arts Technology and other Media formats. Students will learn how use Print, Web, Video, and other forms of Multimedia that can be integrated to achieve specific goals. Students will be introduced to the major Animation & Anime studios. Students will be introduced to digital photography, video, and multimedia production processes and explore basic animation techniques using stop motion Claymation and Photoshop/puppet warp.

B. Student Assignments

1. History: Principle of "persistence of vision" / Zoetropes • Create a motion strip for a zoetrope • Rhythm & emphasis motion graphic • Stop motion animation • Logo motion graphics • Lighting & setup for Photography product shoot • Puppet Warp Animation walking figure or animal • Animation used for product Advertising.
2. Create a visually effective CTE portfolio using graphic software that integrates graphics, text, photographic imagery and animation. Design and print a professional cover for your portfolio • Use a Digital Camera to take a professional and respectful
3. "selfy" download to Photoshop, color correct image.
4. Teamwork/partner project. Students will use basic animation/multimedia to create a Advertisement for a children's product. Students will create a Power

Point or Google chrome slide presentation showing the step-by-step development used to create   the final product.

Unit 11: Careers in Graphic Arts Technologies   (2 weeks)

Standards:
Common Core Writing Standard for Literacy in History/Social Science and Technical Subjects: 11-12.7
California Anchor Standard for Manufacturing and Product Development: 3.0, 11.0
Manufacture and product Development Pathway Standard: A14.0

A. The focus of this unit is to provide an overview of careers in Graphic Arts Technology and related fields. Students are guided through the process of searching for and acquiring job shadow opportunities, internships, and employment in graphic arts, multimedia production, publishing, printing, and screen-printing industries. This unit covers resumes, interviewing, dressing for success, networking, college, job fairs. Student will research and compare careers in the printing industry connected with CMYK color, and careers connected with RGB color. Explain the differences between methods used to describe color, including cyan, magenta, yellow, black (CMYC) and red, green, blue, (RGB) career research and written report.

B. Student Assignments

1. Research Careers in Graphic Arts and related fields
2. Choose a company and analyze a company's Web presence for domestic and worldwide employment opportunities
3. Creating a Professional Portfolio
4. Read and answer questions in your Skills USA careers folder.