

Glendale Unified School District

High School

June 20, 2017

Department: Career Technical Education

Course Title: Graphic Communications 3-4 (Formerly Graphic Arts 3-4)

Course Code: 5482/5483

Grade Level(s): 10-12

Course Credits: 10

Recommended Prerequisite: Completion of Graphic Communications 1-2 with a C or better

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

Course Overview: Graphic Communications 3-4 is the concentration course for the Manufacturing and Product development CTE Pathway. Advanced Graphic Design is intended for self-motivated students who wish to continue their education in the Graphic Design field and who would like to contribute to the community through service projects using the students design skills. They will move on to interact with state-of-the-art graphic design tools, namely, Adobe CC: Illustrator, Photoshop, and InDesign, and also gain a basic understanding of previous technology which has provided the foundation for current methods. Students will have the opportunity to earn the Adobe Industry Certificate if they successfully pass the test.

Course Content

**Semester 1**

Unit 1: Orientation/Review of Graphic Communication (2 week)

Standards:

Common Core Writing Standard: 11-12.8

Common Core Reading Standards for Informational Text 11-12.7

Common Core Math Functions Standard: 1

Common Core Scientific and Engineering Practices Standard: 6

California Anchor Standard for Manufacturing and Product Development: 1.0, 6.0, 8.0  
Manufacture and product Development Pathway Standard: A1.0, A4.0, A5.0

- A. Orientation and Review [Student designed projects]: This unit of study is meant to refresh the students' memory of the concepts learned the previous year and focus the direction they want to pursue artistically. Students will review class procedures, vocabulary, historical content and the use of materials and tools. It is important for students to review these concepts in order to start the year with confidence. In addition, they will use text and Internet resource to search graphic design styles and products they identify with, as well as, create project descriptions for four finished products based on personal design goals. Students will review the following: Studio and lab procedures and expectations
- B. Elements of Art and the Principles of Design History of Graphic Design via book readings, slide show, lecture and research. Thinking/ Brainstorming Strategies: Typography Linear Reasoning/ Lateral Thinking Exploratory Drawing Visualizing Ideas Audiences, markets, and concepts. Students will design and write about four graphic design products of they want to create in the style of a historical genre of graphic design (Victorian, Bauhaus, Swiss, Late Modern, etc.). Using Adobe Photoshop, students will demonstrate their understanding of this particular genre of graphic design, as well as their ability to use a grid and make typographic decisions. Students will properly prepare their file to be printed and uploaded. Each project will commence first with a self-critique and then with a group critique. The discussion will focus on the use of typography, color, grid, size, scale, hierarchy, contrast, audience, and the students' ability to convey their message to the viewer. Upon the completion of these units students will feel exceedingly 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: Adobe InDesign Tutorials

(4 weeks)

Standards:

Common Core Reading for Literacy in Science and Technical Subjects: 11-12.4

Common Core Language Standard: 11-12.3

Common Core Writing Standard: 11-12.8

Common Core Scientific and Engineering Practices Standard: 6

California Anchor Standard for Manufacturing and Product Development: 4.0, 10.0

Manufacture and product Development Pathway Standard: A3.0, A4.0, A6.0

- A. Since the first year design class focuses on typography and layout, this unit focuses on page layout skills applied in Adobe InDesign. This unit is primarily designed for general graphic arts students to get comfortable using InDesign as the basic foundation of graphic publications.

- B. Students will get comfortable with the workspace, toolbox, art board, and the

control/floating palettes. Students will follow guided lessons in the use of the various tools and their functions to create basic page layouts. Students will hone their skills by learning and utilizing the many tools available In InDesign. Each tool has its own unique set of pull down tabs and buttons, which are critical to efficient and effective work in all Adobe programs. This foundation will allow them to then be familiar with the look and feel of all other Adobe products, making this the logical starting point for mastering Adobe graphic arts software. They will learn to create templates, text boxes and space holders for art and photos. They will learn the basic Adobe desktops and how to control each tool, how to add color and control the shapes and designs. The tutorials will highlight all the ways to manipulate pages in the basic format of a printed piece; and how to add content created in Photoshop, Illustrator, drawn by hand (scanned), or materials from the internet. This foundation will prepare them for a wide variety of graphics careers and is the foundation for moving on to other Adobe graphic arts software. Students will expand their capabilities by creating several projects, which require the use of the knowledge learned in these tutorials.

Unit 3: Adobe Photoshop tutorials

(4 weeks)

Standards:

Common Core Reading for Literacy in Science and Technical Subjects: 11-12.4

Common Core Language Standard: 11-12.3

Common Core Writing Standard: 11-12.8

Common Core Scientific and Engineering Practices Standard: 6

California Anchor Standard for Manufacturing and Product Development: 4.0, 10.0

Manufacture and product Development Pathway Standard: A3.0, A4.0, A6.0

- A. Since the first year. design class focuses on typography and layout primarily using Adobe Photoshop, this unit focuses on design skills applied in Adobe Illustrator. This unit is primarily designed for the design students to get comfortable using Illustrator as another design tool.
- B. Students will get comfortable with the workspace, toolbox, art board, and the control/floating palettes. Students will follow guided lessons in the use of the basic tools, and how to control each of them from the menu bar, control panel and control tabs and buttons. The goal is to use the tools enough to become more efficient thus more productive. Students will hone their skills by utilizing brushes, strokes paths, compound paths, colors and gradients to create several assigned projects which require knowledge and provide practice with making the best use of the purposes of Photoshop to manipulate

images. Students will learn the value and use of layers as the key to building professional grade projects. They will learn in depth techniques for using Photoshop to create, clean, change, correct, adjust and improve photos and other digital art. Students will learn corrective measures for repairing photos, learn to clear away unwanted subject matter, and learn to digitally manipulate photos in many ways. These skills will be used to accomplish several projects assigned to provide practice with the tools and techniques learned. Students will be evaluated on successfully completing each task as designed. The students take away should be the ability to manipulate any art to make any necessary improvements or corrections before placing it in the final position on a printed piece or a web-based project.

Unit 4: Adobe Illustrator tutorials

(4 weeks)

Standards:

Common Core Reading for Literacy in Science and Technical Subjects: 11-12.4

Common Core Language Standard: 11-12.3

Common Core Writing Standard: 11-12.8

Common Core Scientific and Engineering Practices Standard: 6

California Anchor Standard for Manufacturing and Product Development: 4.0, 10.0

Manufacture and product Development Pathway Standard: A3.0, A4.0, A6.0

- A. Since the first year, design class focuses on typography and layout primarily using Adobe InDesign, this unit focuses on design skills applied in Adobe Illustrator. This unit is primarily designed for the design students to get comfortable using Illustrator as another design tool.
- B. Students will get comfortable with the workspace, toolbox, artboard, and the control/floating palettes. Students will follow guided lessons in the use of the pen tool, and anchor points to create basic shapes. Students will hone their skills by utilizing brushes, strokes paths, compound paths, colors and gradients. Students will expand their capabilities by manipulating objects, layers, and groups through resizing, rotation, transformation, transparency, blending modes, and graphics styles. Student will create designs using various techniques like: text on a path, working with symbols and symbol replications, gradient meshes, special effects, clipping paths an opacity masks. Students will then put all their newly developed skills into action by creating a logo design for the East Union High School with basic and complex shapes/objects/symbols and text. Students will be evaluated on successfully completing each task as designed. The Students take away should be the ability to design or create their vision in Adobe Illustrator with confidence.

Unit 5: Art with Words – typography/typesetting review & Color application

(4 week)

Standards:

Common Core Reading Standards for Informational Text 11-12.7

Common Core Writing Standard: 11-12.6

Common Core Scientific and Engineering Practices Standard: 1

California Anchor Standard for Manufacturing and Product Development: 1.0, 2.0, 5.0, 7.0

Manufacture and product Development Pathway Standard: A2.0, A4.0

- A. In this unit, students will be given the opportunity to expand their creative process by using letterforms and words to create an artwork. Many of the examples are portraits, but the final product doesn't have to be a portrait. Students are encouraged to explore different solutions to create a unique piece. This unit is also a refresher course in typography. Students will revisit the history of typography as well as all of the components of typography. Including: Type Anatomy: x-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, Slab 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. Students will research and discuss, in writing, how the printed word was previously created through typesetting techniques. Students will design an artwork that is primarily consisting of letterforms or words to represent line, shape, and form. After a review of how color relates to emotion and how companies/logos use certain colors to link to emotion, students will choose colors that play a factor in the visual complexity of the artwork. Students will think about and use positive and negative space, white space and juxtaposition concepts. Students will develop an understanding for letterforms as a unique shape that can be utilized in unique ways, which, will help them, be more creative on future designs. Once the students have designed their artwork, students will share and discuss their outcomes. Why did they make the choices they made, why did they elect that 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.

**Semester 2**

Unit 6: Student designed project #1

(2 weeks)

Standards:

Common Core Language Standard: 11-12.3

Common Core Reading Standards for Informational Text 11-12.4

Common Core Writing Standard: 11-12.6

California Anchor Standard for Manufacturing and Product Development: 1.0, 4.0, 5.0, 7.0, 10.0, 11.0

Manufacture and product Development Pathway Standard: A1.0, A2.0, A3.0, A5.0, A6.0

- A. Students will explore mind maps/ brainstorming lists inspired by their project goals. Students will explore several thumbnail sketches of how the words and letters can be created, manipulate and typeset to communicate the concept. Type can be based on an existing font, hand done, or a combination of both. Graphic elements can be used to expand the visual communication.
- B. Students will create BW roughs exploring detailed work and letter relationships and modifications. Students will explore several color variations that reinforce the meaning behind the marks. Students will create final computer comprehensives will be presented on an 8.5x11in [or appropriate sized image] glossy stock on solid black mat board. Students will share and discuss their outcomes. Why did they make the choice they made, who was their audience, why did they elect that 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 7: COMPANY BRANDING PACKAGE - What is behind the Brand (2 weeks)

Standards:

Common Core Language Standard: 11-12.3

Common Core Reading Standards for Informational Text 11-12.4

Common Core Crosscutting Standard 3

Common Core Writing Standard: 11-12.6

California Anchor Standard for Manufacturing and Product Development: 1.0, 4.0

Manufacture and product Development Pathway Standard: A1.0, A2.0, A3.0, A4.0

- A. In this unit, students will be given the opportunity to create a branding campaign for a new healthy energy drink. The students will need to gather relevant information from multiple authoritative digital sources, about what company branding is, then, need to write about the relevant components that need to be considered when creating a company brand. Students will explore the wide range of materials and media forms that is available to advertise upon. Students will also explore the technical challenges of designing across the variety the media. Using that knowledge they will work to create a dynamic campaign with the goal of creating the branding for. The students will also fine-tune their skills in logo design. Students will be given the name of an energy drink company and they must design a logo/ word mark identity for the company.

B. Assignments:

1. Students will complete the thumbnail - rough process to discover their best possible solution to communicate the personality and function of the business. Students will develop and understanding of and overview of the corporate logo industry, principles of logo design, logo gestalt, typography, and problem solving. Students will also gather a greater understanding of business systems and identity design.
3. In this second part of the unit, students will master the steps in the set-up and production process which lead to prints with excellent resolution by preparing their design for print via a professional printing service. Students will develop the following skills with regards to setting up a publication for printing: exporting, size, margins, creep, bleed, trapping, CMYK vs. RGB, dpi, etc.
4. Using InDesign, Photoshop and Illustrator, students will design the packaging for their selected item of the branding package. In addition, students will also create an advertisement (either print or web) for their product. Students will prepare their files for printing and will output on their own. Students will then cut and glue their comps to complete their package. Some examples may include, a bottle wrap, box design, or a bag design. Once the students complete the branding/packaging process, we will have a critique. Students will demonstrate their understanding of vocabulary at this time. In addition, we will discuss audience and intention. Students will be evaluated on their ability to work under the pretense of a real world experience. Students will complete a written reflection of their experiences during this unit and will also participate in a group round table discussion upon the completion of the project. Questions like the following will be asked to get the conversation going: How do you think you did? How did you work to come up with the connection of logo and company? What was the most challenging part for you?

Unit 8: Magazine cover - design reflects & influences culture

(2 weeks)

Standards:

Common Core Language Standard: 11-12.3

Common Core Reading Standards for Informational Text 11-12.4

Common Core Crosscutting Standard 3

Common Core Writing Standard: 11-12.6

California Anchor Standard for Manufacturing and Product Development: 1.0, 4.0

Manufacture and product Development Pathway Standard: A1.0, A2.0, A3.0, A4.0

- A. In this unit students will select a social issue that they are passionate about and create a magazine cover to draw attention to that issue. Students will research and learn about the history of propaganda design and will look at current practices in social issue design.

Social issue might include: smoking, teen pregnancy, domestic abuse, animal cruelty, addiction to social media, etc.

- B. Once students have selected their issue, they will create their magazine cover, Students must think about color, typography, audience, and tone. Students will be required to think about how to express opinions and influence others through visually effective ways.
- C. Students will also gain the terminology and understanding of masthead, selling line, cover lines, etc. In the critique, students will discuss audience and emotion. Students will share their process and the choices that they made and why. Students will be graded on craftsmanship, content and concept.

Unit 9: Student designed project #2

(2 weeks)

Standards:

Common Core Language Standard: 11-12.3

Common Core Writing Standard: 11-12.6

Common Core Reading Standards for Literacy in Science and Technical Subjects Standard: 11-12.4

California Anchor Standard for Manufacturing and Product Development: 1.0, 4.0, 5.0, 7.0, 10.0, 11.0

Manufacture and Product Development Pathway Standard: A1.0, A2.0, A3.0, A5.0, A6.0

- A. Students will explore mind maps/ brainstorming lists inspired by their project goals. Students will explore several thumbnail sketches of how the words and letters can be created, manipulate and typeset to communicate the concept. Type can be based on an existing font, hand done, or a combination of both. Graphic elements can be used to expand the visual communication.
- B. Assignments:
  - 1. Students will create BW roughs exploring detailed work and letter relationships and modifications. Students will explore several color variations that reinforce the meaning behind the marks. Students will create final computer comprehensives will be presented on an 8.5x11in [or appropriate sized image] glossy stock on solid black mat board.
  - 2. Students will share and discuss their outcomes. Why did they make the choices they made, who was their audience, why did they elect that 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.
  - 3. Assessment of this second student project will include the requirement for evidence that this second attempt adds to the skills and knowledge demonstrated



in the first project. This development should be seen in better research, better planning, and a higher level of graphic art skills seen in the final piece. There will be ONE MORE opportunity for students to work independently when they complete their final personally selected project at the end of the year.

Unit 10: Movie / Concert poster – Universal design principles (1 week)

Standards:

Common Core Language Standard: 11-12.3

Common Core Writing Standard: 11-12.6

Common Core Crosscutting Standard 3

California Anchor Standard for Manufacturing and Product Development: 1.0, 4.0

Manufacture and product Development Pathway Standard: A1.0, A2.0, A3.0, A4.0

- A. This unit students will select a movie or concert [band] that they are passionate about and create a poster to draw attention to that endeavor. Students will research and learn about the history of propaganda design and will look at current practices. Students will create a poster specifically for the Western [American] culture. The students will also create a poster for a non-English speaking audience and the design should reflect that culture, but keep the integrity of the original design. Students must think about color, typography, audience, and tone.
- B. Once students have selected their issue, they will create their poster comp in Adobe InDesign and final posters can be printed using a large format printer. Students will share their process and the choices that they made and why. Students in the class will discuss audience and emotion. Students will be graded on craftsmanship, content and concept.

Unit 11: T-Shirt design and production in screen-printing (1 week)

Standards:

Common Core Language Standard: 11-12.3

Common Core Engineering, Technology, and the Applications of Science Standard: 1

California Anchor Standard for Manufacturing and Product Development: 4.0, 5.0, 6.0, 8.0, 10.0

Manufacture and product Development Pathway Standard: A1.0, A3.0, A9.0,

- A. This unit students will select a movie or concert [band] that they are passionate about and create a poster to draw attention to that endeavor. Students will research and learn about the history of propaganda design and will look at current practices. Students will create a poster specifically for the Western [American] culture. The students will also create a poster for a non-English speaking audience

and the design should reflect that culture, but keep the integrity of the original design. Students must think about color, typography, audience, and tone.

- B. Once students have selected their issue, they will create their poster comp in Adobe InDesign and final posters can be printed using a large format printer. Students will share their process and the choices that they made and why. Students in the class will discuss audience and emotion. Students will be graded on craftsmanship, content and concept.

## Unit 12: Multi-page Magazine

(2 weeks)

### Standards:

Common Core Language Standard: 11-12.3

Common Core Writing Standard: 11-12.6

Common Core Crosscutting Standard 3

California Anchor Standard for Manufacturing and Product Development: 1.0, 4.0

Manufacture and product Development Pathway Standard: A2.0, A3.0, A4.0,

- A. Students will locate a magazine article that lacks design [mostly just type]. Students will redesign the layout by changing numbers of columns/spacing on each page, pulling out important facts and enlarging/adding design them to make the fact significant. Design elements, graphics and photos, will be added and placed so the element breaks the grid to create more visual excitement and understanding.
- B. Assignments
  1. Students' will think about utilized common literary layout techniques such as; pacing, hierarchy, legibility, readability and composition. Students will develop an understanding for publication components, including: cover, back cover, inside cover, end pages, title page, table of contents, chapter headings, headers, footers, page numbers, etc. Students will then learn to break the rules to create a visually significant piece that meets the target audience.
  2. Students will also develop publication design skills in InDesign, including: Master pages, grid, gutters, bleed, creep, dummy text, and pagination. Students will work through tutorials on creating knockout wording, color space /color gamut, color combinations and how colors interact RGB/CYMK.
  3. Students will be evaluated on their ability to create visual enhancements. Students will complete a written reflection of their experiences during this

unit and will also participate in a group round table discussion upon the completion of the project focusing on when you should stay within design guideline and when it's okay to explore outside the box.

Unit 13: ePortfolio design

(3 weeks)

Standards:

Common Core Language Standard: 11-12.3

Common Core Reading Standards for Literature: 11-12.7

Common Core Writing Standard: 11-12.6

Common Core Scientific and Engineering Practices Standard: 8

California Anchor Standard for Manufacturing and Product Development: 1.0, 3.0, 4.0, 13.0

Manufacture and product Development Pathway Standard: A1.0, A2.0, A3.0, A5.0, A6.0

- A. Students will build a brand for themselves and a professional ePortfolio to send to interviewers. Students will continue research on branding and identity systems started earlier in the. Students will present a career plan and portfolio for pursuing an entry, technical, or professional level career in Media Design Students will develop a personal logo for themselves and their work. Students will create business cards and letterhead. Students will fine tune their resumes and print out on their newly designed letterhead. Students may also create a "leave behind" book or item that contains a sample of their portfolio work.
- B. Students will review all of their work created up until this point and decide what their personal voice and vision is as a Graphic Designer and Artist. Students will develop skills in the portfolio preparation process and editing process. Students will participate in various in-progress critiques throughout this process. Students will also learn interview techniques and tricks, as well as, business etiquette and manners. Upon the completion of the process, students will reflect in both written and verbal form.

Unit 14: FINAL Student designed project (#3)

(3 weeks)

Standards:

Common Core Language Standard: 11-12.3

Common Core Writing Standard: 11-12.6

Common Core Reading Standards for Literacy in Science and Technical Subjects Standard: 11-12.4

California Anchor Standard for Manufacturing and Product Development: 1.0, 4.0, 5.0, 7.0, 10.0, 11.0

Manufacture and product Development Pathway Standard: A1.0, A2.0, A3.0, A5.0, A6.0

A. In this unit, students will explore mind maps/ brainstorming lists inspired by their project goals. Students will explore several thumbnail sketches of how the words and letters can be created, manipulate and typeset to communicate the concept. Type can be based on an existing font, hand done, or a combination of both. Graphic elements can be used to expand the visual communication.

B. Assignment

1. Students will create BW roughs exploring detailed work and letter relationships and modifications. Students will explore several color variations that reinforce the meaning behind the marks.
2. Students will create final computer comprehensives will be presented on an 8.5x11in [or appropriate sized image] glossy stock on solid black mat board.
3. Students will share and discuss their outcomes. Why did they make the choice they made, who was their audience, why did they elect that 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.
4. Assessment of this final student project will include the requirement for evidence that this final attempt adds to the skills and knowledge demonstrated in the first two projects. This development should be seen in better research, better planning, and a higher level of graphic art skills shown in this final piece.