

Glendale Unified School District

High School

June 20, 2017

Department: Career Technical Education

Course Title: Graphic Communications Production 5-6 (Formerly Graphic Arts 5-6)

Course Code: 5484/5485

Grade Level(s): 11-12

Course Credits: 10

Recommended Prerequisite: Completion of Graphic Communications 3-4 with a C or better

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

Course Overview: Graphic Communications Production 5-6 is the 2<sup>nd</sup> concentrator course for the CTE Graphic Production Technologies pathway course sequence. This is an advanced graphic arts class course designed to go in-depth into the graphic arts industry and offer opportunities to visit industry partners. It will emphasize deeper use of computer software, and add new concepts of further use of Adobe InDesign, Photoshop and Illustrator. Graphic Communications students will analyze, illustrate, and explain graphic design as a creative process that combines art and technology to communicate ideas through a variety of formats that include; digital, print, pamphlets, book design, and screen-printing. Students will utilize, enhance, and build upon skills developed in the introductory graphic design course that include the elements of design and the use of Adobe Photoshop and Illustrator software.

**Semester 1**

Unit 1: Introduction to Graphic Communications Production (4 weeks)

Standards:

Common Core Language Standard: 11-12.3

Common Core Writing Standard: 11-12.6

Common Core Reading Standards for Informational Text 11-12.7

Common Core Reading for Literacy in Science and Technical Subjects Standard: 11-12-7

California Anchor Standard for Manufacturing and Product Development: 1.0, 3.0, 5.0, 8.0, 10.0  
Manufacturing and product Development Pathway Standard: A1.0, A2.0, A3.0, A4.0

A. Summary: Students will examine the various agencies associated with graphics production to include professional organizations and organizations that support the graphics production industry. Students will research and identify existing and emerging trends in graphic communication and production careers and summarize the various opportunities available. Students will research and analyze the career opportunities and educational options available in their community at large and examine the costs and time associated with the various career option choices available.

#### B. Assignments

1. Key Assignment: Students will research career opportunities and prepare a presentation to the class using a minimum of 10 power point slides on; employment trends, education requirements/programs, industry recognized certifications, associated costs/requirements, salaries, and benefits associated with a specific occupation within the graphics production industry.
2. Key Assignment: Students will prepare a program of study time line that will be required to obtain an industry recognized credential, degree, or certification and explore the possibilities and options in meeting their identified career goals and present their research to the class which must include one post-secondary college or university. Included in the presentation, students will examine the costs and time requirements required in their career goal as part of their program of study and highlight the year-to-year goals, outcomes, and costs associated with their selection as well as alternative options.
3. Key Assignment: Sketchbook Ongoing: Students complete sketches of images provided by instructor that relate to class subjects such as various historical design movements: Constructivist, Bauhaus, Art Deco, Art Nouveau and Arts & Crafts. The sketchbook also includes vocabulary words with a definition and statement that explains the relation of the word to class subjects. Vocabulary words include: Serif, Capital, Glyph, Vector, Bitmap, Affinity, Contrast, Raster, Legible, Overlay, Juxtapose, Opacity, Unity, Repetition, Texture, Form, Space, Resolution, Palette, Adjacent, Process Color, Color Separation, Trapping and Spot Color. Completed weekly.

Unit 2: Classroom and Print Shop Workplace Safety

(2 weeks)

#### Standards:

Common Core Writing Standard: 11-12.6

Common Core Language Standard: 11-12.3

Common Core Scientific and Engineering Practices Standard: 6

Common Core Reading Standards for Literature: 11-12.4

Common Core Statistics and Probability Standards: 1, 3

California Anchor Standard for Manufacturing and Product Development: 1.0, 2.0, 5.0, 6.0, 10.0

Manufacturing and product Development Pathway Standard: A5.0

A. Summary: Students will examine and explore the scope and expectations related to the safe handling and operation of classroom lab equipment. Students will participate in an equipment orientation and identify and demonstrate required safe equipment handling and classroom safety guidelines. Students will discuss the professional attitudes and communication skills necessary to successfully work in a print shop. Students will explain and demonstrate the correct handling of sharps, paper cutters (guillotine and rotary), rules governing darkroom use and the use of washout sink are discussed. Ergonomics training is also explained and incorporated to ensure the students well being and personal safety over a lifetime.

B. Assignments

1. Key Assignment: Students will prepare a "Print Shop Safety" tri-fold pamphlet containing a minimum of 300 words that will discuss and identify the potential safety risks associated with working in the print shop and essential practices for a safe working environment for dissemination and presentation to a panel of industry professionals in the community as part of a shop safety awareness campaign.

Unit 3: Research, Concepts and Design Basics

(3 weeks)

Standards:

Common Core Language Standard: 11-12.3

Common Core Writing Standard: 11-12.3

Common Core Writing Standard for Literacy in History, Science, and Technical Subjects:  
11-12.6

Common Core Algebra Standard: 2

Common Core Scientific and Engineering Practices Standard: 8

Common Core Reading Standards for Literature: 11-12.4

California Anchor Standard for Manufacturing and Product Development: 1.0, 2.0, 5.0, 10.0

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

A. Summary: Students illustrate and describe the role of research for concept design by examining ideas and inspiration through primary research (create drawings, take photographs) and secondary research (gathering existing materials from magazines and internet sources). The use of exploratory drawing techniques is employed to visualize ideas. Students summarize the function and purpose of thumbnail, rough,

& comprehensive layouts in the design process. Through lecture, examination, and research of examples, students examine the elements of design (line, color, texture, form and space) and principles of design (contrast, repetition, alignment and proximity) and illustrate them in the design projects. Through lecture, research, and class demonstration, students review the use of drawing tools in Photoshop and Illustrator (paint brushes, pen tools, text tools, selections, paint bucket) and prepare project presentations individually and as a group.

#### B. Assignments

1. Key Assignment: Students are given the task of creating an editorial illustration based on a fortune cookie message. Students will identify a fortune to develop and create a spider diagram representing visual concepts that can be used as part of the illustration for consideration. Students will research relevant icons and designs to be associated with the fortune design as well as determine the overall balance of the design and include a visually appealing prototype/graphic to be proposed to potential fortune cookie manufacturers.
2. Key Assignment: Students will identify universal themes based on a conceptual idea for brainstorming in pairs. The universal themes that were identified during the brainstorming process will be assessed in the class and require the teams to research images available on the internet to collect secondary sources of artwork that are to be used to create a blended original design that includes artwork, design, typography, and photographs. Student pairs will create 12 original thumbnail designs using Adobe/Photoshop and present their design concepts to the class for discussion. From the 12 thumbnail creations and after having received feedback from the class, student pairs will create 4 draft final design presentations before submitting one final design project for evaluation to a selection committee of their peers and prepare a 600-word essay describing the process and experience.
3. Key Assignment: Students will utilize design elements of line, color, texture, and space and incorporate design principles of contrast, repetition, alignment, and proximity through a series of four digital illustrations. Each of the four designs will represent one of the four design principles using a combination of two of the design elements. This project may include abstract forms and include typography as imagery not text. When completed, students will work in pairs to collaborate on the design process and describe the necessary improvements and document their process by writing a 300 word paper explaining their process and experience in the design process.

Unit 4: Graphic Composition & Iterative Design

(3 weeks)

Standards:

Common Core Language Standard: 11-12.3

Common Core Writing Standard: 11-12.3

Common Core Writing Standard for Literacy in History, Science, & Tech Subjects: 11-12.6

Common Core Algebra Standard: 2

Common Core Scientific and Engineering Practices Standard: 8

Common Core Reading Standards for Literature: 11-12.4

California Anchor Standard for Manufacturing and Product Development: 1.0, 2.0, 5.0, 10.0

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

A. Summary: The elements and principles of design are examined as it relates to composition. Students review and analyze (through research, lecture and visual examples) effects and techniques that are essential to visual structure and organization such as: positive and negative space, figure/ground, symmetry/asymmetry, visual rhythm, and use of grids. The concept of iterative design for product development is evaluated and explained to ensure that students employ design principles and composition techniques in a constructive manner that showcases a business client request. Steps in the iterative design process (understand, observe, visualize and predict, evaluate and refine) are compared and contrasted with examples of student, professional, and commercial examples. Students will be required to compose and prepare a professional proposal to a potential business client and explain their design process as an effective tool to communicate through graphic technology.

#### B. Assignments

1. Key Assignment: Students illustrate the iterative process to design and create two poster designs for the school's fall play and spring musical. Designs must incorporate composition fundamentals and design principles as well as address the needs of the client and clearly communicate a theme and message. Students will explain and compare their design process using visual examples they created for the fall and spring production.
2. Key Assignment: Students will prepare a 300 word written poster proposal for a phantom client that will highlight the overall theme and composition that was designed and provide a rationale for why the design elements were selected and how it is effective.
3. Key Assignment: Students seek a design assignment from a client (someone outside of school) and create the design according to the client's specifications. Past projects have included business stationery for family-operated businesses, poster designs for church events and menu designs for local restaurants. Completed once per semester. (VPA-2.1)

Unit 5: Typography

(3 weeks)

Standards:

Common Core Writing Standard: 11-12.7

Common Core Reading Standards for Informational Text: 11-12.7

Common Core Reading Standards for Literature: 11-12.4

California Anchor Standard for Manufacturing and Product Development: 2.0, 5.0, 10.0

Manufacturing and product Development Pathway Standard: A1.0, A4.0, A5.0

A. Summary: Students examine the historical development of the Latin alphabet through analysis of Trajan's Column and the letter designs of Albrecht Dürer using lectures, demonstrations, presentations, research, and projects. Students investigate the historical development of typeface designs as they relate to historical design movements (Bauhaus, Art Nouveau, etc.) using research and incorporating materials from lectures, students will prepare a research based article and magazine layout showcasing a typography they designed and created. Students will analyze the impact of history on the design process and explain how artistic styles were influenced and emerged using historical reference. Students will diagram the parts of a typeface showcasing a unique style used in different cultures. The design process of typeface creation is experienced through research, experimentation, and projects that include software training in Illustrator (Pen tool and Bezier curves) and Fontforge (for creating a computer font). Methods of readability and legibility are evaluated, using type as image, creativity and expression with type and printing are explored through the creation of various type-sample layouts for discussion and presentation.

#### B. Assignments

1. Key Assignment: Dürer letters: Students deconstruct Dürer's alphabet and execute hand-lettered signage consisting of 10, 3 inch letters, using a compass, protractor, ruler, pencil, paper and ink.
2. Key Assignment: Custom typeface design & font: As a class, students create an extra-terrestrial (alien) typeface design with the use of sketches, digitized drawings and vector graphics. Font creation software (Fontforge) is utilized to create a working, distributable, digital font. Individual students must complete 10 sketches of glyphs on paper and 4 finished glyphs using vector graphics software (Adobe Illustrator). Students share their glyphs with the entire class. Each student is responsible for creating their own font using 26 glyphs mapped to the 26 letters of the Latin alphabet using Fontforge. Students will prepare a 300 word essay outlining and explaining their design process and creation of the glyphs.
3. Key Assignment: Students synthesize the principles of design by creating alien alphabet layouts that showcase their custom alien alphabet and highlight their design selections. Two main layouts are required: 1. A decoder page that represents each alien glyph with its corresponding letter in the Latin alphabet, and 2. A showcase page that contains the preamble to the *Twilight Zone* by Rod Serling in both the Alien and Latin alphabets. Students will also prepare an

instructional pamphlet on how to use a decoder page and present to their fellow students in a different class outlining the purpose, process, and historical use.

## Unit 6: Logo Design

(4 weeks)

### Standards:

Common Core Language Standard: 11-12.3

Common Core Writing Standard: 11-12.8

Common Core Reading Standards for Informational Text: 11-12.7

Common Core Standards for Algebra: 2

California Anchor Standard for Manufacturing and Product Development: 2.0, 4.0, 5.0, 10.0, 11.0

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

A. Summary: Students will research the historical development of logo design, branding, and corporate identity, and evaluate their role in arts and graphic design. Students will identify and analyze the principals of design used in popular brands and describe the evolution of corporate branding and its significance to the organization and its role in society. Students will evaluate the evolving images within a historical context and explain why the identity and message was revised and updated. Students will explore the messages conveyed by branding and interpret the meaning and ideals synonymous with corporate identity and design and the impact to the culture and society. Student will prepare a corporate design logo using the design elements and principals and present their design to the class explaining their design decisions as it relates to the branding of the organization or product that they created.

### B. Assignments

1. Key Assignment: Students will research and analyze examples of a wide variety of contemporary logos based on simplicity, relevance, media application and audience appeal. Write a 450-word essay stating their findings. Students will then design their own logo, business card and letterhead inspired by a historical event or a literary piece to be included as part of their professional portfolio. Students will be required to write a 300-word design brief/ objective to be turned in with the logo using academic language.
2. Key Assignment: Each class will select a business type, i.e., restaurant, soft drink company, metals manufacturing, outdoor apparel and envision themselves as an entrepreneur. Students will then create a fictitious business, name for the business and tagline associated with the business. Students will write a design brief identifying the design aims, target audience and purpose of the design or redesign and present their project to the class. Student will

then partner with another student and take on the roles of designer (as opposed to entrepreneur). Satisfy the design needs of your partner's design brief and implement a logo design based on your partner's design brief that will include a minimum of two revisions.

## Semester 2

Unit 7: Book Design and Production

(6 weeks)

Standards:

Common Core Language Standard: 11-12.3

Common Core Writing Standard: 11-12.3

Common Core Writing Standard for Literacy in History, Science, & Tech Subjects: 11-12.6

Common Core Algebra Standard: 2

Common Core Scientific and Engineering Practices Standard: 8

Common Core Reading Standards for Literature: 11-12.4

California Anchor Standard for Manufacturing and Product Development: 1.0, 2.0, 5.0, 10.0

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

A. Summary: Students explore the form of the book through the design and production of several "dummy" books, an art book and a professionally designed, printed and produced multi-paged type sample book. Students are familiarized with standard paper sheet sizes and various book formats. Training consists of demonstration, tutorials and practice in the methods of book layout, page order, imposition, duplex and large format printing using In-Design software and digital printers. Hands-on skills are emphasized through training with equipment including paper folders, a binding machine, rotary and guillotine paper cutters.

B. Assignments

1. Key Assignment: Students will prepare dummy books and identify and label various paper sheet sizes: letter, legal, tabloid and broadsheet. Each sheet is then folded into a different book format: two fold pamphlet, quarto, meander accordion and octavo. Books are labeled with paper size (name and dimensions), book format, and pagination and the costs associated with creating the book.
2. Key Assignment: Students will create a poetry chapbook and design for non-digital production (handmade) is implemented through a multimedia process. Students participate in a one-day poetry-writing workshop with a core academic creative writing teacher to design a poem using poetry-writing strategies. Students incorporate their own poetry into an artist book in the meander accordion fold format. Utilizing multiple mediums, (cast-off, silkscreen, test prints from the print shop, as well as paint, permanent markers



and collage), students create a one-of a kind art book that incorporates legible and expressive lettering that is properly formatted the finished project will exemplify and demonstrate the students understanding of the design principle of dominance and subordination in addition to the creative writing process.

## Unit 8: Screen-Print Production

(7 weeks)

### Standards:

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

Common Core Reading Standard for Literacy in History, Science, & Tech Subjects:

11-12.3, 12.4

Common Core Reading for Literacy in Science and Technical Subjects Standard: 11-12.3, 11-12.4

Common Core Crosscutting Concept Standard: 1

Common Core Statistics and Probability Standards: 1

California Anchor Standard for Manufacturing and Product Development: 4.0, 5.0, 8.0, 10.0, 11.0

Manufacturing and product Development Pathway Standard: A1.0, A9.0, A10.0

A. Summary: Through extensive, instructor led demonstrations and hands-on projects, students learn the methods of screen-print production from design to finished product. Previously learned design methods are employed to create art for 1, 2 and 4 color designs. Color separation methods and trapping are discussed and practiced in a collaborative t-shirt design/production project. Different methods of stencil making are explored including: hand-cut stencils with contact paper, capillary film, hand painted stencils and computer to film output for photo-emulsion technique. Pre-press technique (screen preparation, press set-up, registration, ink mixing), printing (squeegee techniques) and cleanup (screen reclaiming) are learned through continued, hands-on practice and trouble-shooting. Further, extensive work with Adobe Photoshop and Adobe illustrator will be included.

### B. Assignments

1. Key Assignment: Screen-print & Stencil Basics: Student design and create hand-cut stencils using adhesive, contact paper. Designs measuring 4"x4" must incorporate the elements of art to create an abstract pattern, a glyph and a silhouette. Using the largest screens available, students form groups and adhere their stencils to the screen, covering the entire printing area. In groups of three, students print the designs onto large sheets of paper. Students rotate between press stations: print (inks the screen and uses squeegee to print), paper (lays down clean sheets of paper, ensures proper alignment with use of guides and spray adhesive), dryer (removes wet prints from press and places on conveyor dryer, collects dry prints, and stacks for storage).
2. Key Assignment: Screen-print, one color: Using the layout process

(thumbnails, roughs and comprehensive) students prepare a design for one color, silkscreen production. The comprehensive layout is scanned and traced using vector graphics (Adobe Illustrator). The vector image is scaled to approximately 8"x11" and printed on paper using a laser printer. Students create a hand-cut stencil using capillary film and adhere it to a screen. Students work individually to print their designs while collaborating with classmates to maintain the flow and maintenance of the print shop. (VPA-2.1)

3. Key Assignment: Professional Production Method: Using professional screen-print methods students will learn and use commercial supplies, equipment and methods to create a T-shirt or other apparel. They will use proper tools to apply emulsion to screens, expose through their positives created in Photoshop or Illustrator, align and print shirts on professional windmill. They will use proper chemicals with safety precautions to clean and refurbish screens and tools after screen-printing is completed.
4. Key Assignment: Two color separation: Completion of an Adobe Illustrator tutorial that guides students through the process of reducing a full color image to two colors and through the process of creating color separations optimized for silkscreen printing. Tutorial includes techniques for registration and trapping. In pairs, students share screens for a two color, gang-run printing project. Students reproduce their two colors, separation design, on screens using hand painted (block-out) stencil technique. Each student must create individual work while coordinating with partner to ensure registration of separations and to share screen space. Students print in tandem, to alternately print their own work and to operate the flash dryer between ink colors.
5. Key Assignment: T-shirt design collaboration: This extensive, collaborative project requires all students to coordinate as a design studio, and is the culminating activity in the screen-print production unit. After a theme is identified (usually provided by a public contest), students create thumbnails, rough and comprehensive layouts to represent their ideas. During the layout stage, students engage in two group critiques to determine successful application of the principles of design and interpretation of theme and to guide the design process. Market research is conducted through a student-run poll of all graphic design classes to determine the most popular/marketable design and the data is compiled and presented to the class. Once a design is chosen, students break into different teams and the student with the "winning" design, leads the design team through the process of digitizing and vectorizing the artwork, creating separations, trapping and output to film. A second group of students prepares screens for the photo-emulsion technique, printing press, mixes the ink and is ultimately in charge of the printing process. The third group of students creates a storyboard documentation of the entire project from the original sketches to the final print, using photographs and illustrations to explain processes. While the second group is engaged with printing, the first group joins the third to transform the storyboards into a

comic-book-like, multipage, presentation document. One t-shirt and presentation document is submitted to contest for judging; remaining shirts are sold at student events for fundraising purposes.

Unit 9: Employability Skills and Employment Portfolio (6 weeks)

Standards:

Common Core Reading Standards for Informational Text: 11-12.7

Common Core Reading for Literacy in Science and Technical Subjects Standard: 11-12.3, 11-12.4

Common Core Writing Standard: 11-12.8, 11-12.9

Common Core Writing for Literacy in History/Social Science and Technical Subjects Standard: 11-12.7

California Anchor Standard for Manufacturing and Product Development: 2.0, 3.0, 4.0, 11.0

Manufacturing and product Development Pathway Standard: A3.0, A6.0, A13.0, A14.0

A. Summary: Students will model and explain essential interview strategies and techniques in obtaining a position with an organization and illustrate the importance of teamwork within an organization. Students will prepare an electronic portfolio as well as an industry recognized portfolio for presentation to potential employers showcasing their coursework that demonstrates their expertise and knowledge within the graphic production technologies pathway and explain the various artifacts included on the portfolio and outline their process and experience.

B. Assignments

1. Key Assignment: Students will prepare a 200 word resume, 100 word cover letter, completed job application, and follow up 50 word thank you letter to include in their 10 slide power point portfolio presentation that will outline their research on career opportunities, interview techniques, and examples of their work in the graphic communication production class. Students will prepare a hard copy in addition to the electronic portfolio for review in addition to the presentation.
2. Key Assignment: Students will prepare a 600-word essay outlining their reflections on what they have learned in the program and how the class has focused their career aspirations and goals.

Additional Recommended Materials -

Adobe Creative Team: Adobe Cc Classroom (Dreamweaver, Illustrator, InDesign, Flash, Photoshop), Adobe, Adobe Press Publisher, 2016 Edition.