

INTRODUCTION TO DIGITAL DESIGN

Description:

This course provides students with an introductory experience in Adobe Illustrator. Students will learn how to apply the elements and principles of design in their graphic design projects. Students will learn how to use Photoshop to create jpgs as well as create a google slide show of their projects from the course. Finished compositions from this course will be part of the student’s art portfolio. This course requires a Lab fee.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Use the elements and principles of design in an appropriate manner
- Plan a design project according to the parameters of the assignment, using layouts that relay messages and feelings effectively.
- Translate thumbnail sketches into large format layouts
- Work collaboratively in a design team environment
- Use color to communicate/support ideas
- Evaluate and implement typography effectively in a design
- Evaluate designs for a particular audience in terms of meaning and effectiveness

Artistic Processes

- Create
- Present
- Respond
- Connect

Anchor Standards

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.**
- Anchor Standard #2. Organize and develop artistic ideas and work.**
- Anchor Standard #3. Refine and complete artistic work.**
- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.**
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.**

Course Skill Objectives

Students will:

- Use the various tools in Adobe Illustrator to create a unique piece of art
- Use color to communicate/support ideas
- Create and/or resize artboards using Illustrator
- Experiment and create unique color swatches to support messaging
- Explore various type tools to create unique typographic components
- Explore and utilize all tools in Illustrator to create meaningful messaging
- Use appropriate naming conventions
- Build a mechanical file that can be used for printing
- Become proficient in different types of exporting files
- Appropriately store and organize

	<p>Anchor Standard #6. Convey meaning through the presentation of artistic work</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>all digital files</p> <ul style="list-style-type: none"> • Create an online portfolio of their work • Export a pdf • Create a jpg from a pdf • Compile jpgs to create a digital portfolio • Use the Wacom tablet
<p><u>Units</u></p> <p>Unit 1 - Introduction to Illustrator</p> <p>Unit 2 - Exploring Tools</p> <p>Unit 3 - Adding Typography to Layout</p> <p>Unit 4 - Messaging with Intent</p>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What conditions, attitudes and behaviors support creativity and innovative thinking? • How does collaboration expand the creative process? • How does one determine criteria to evaluate a work of art? • How and why might criteria vary? • How is a personal preference different than an evaluation? • How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs, and experiences? • How does engaging in creating art 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Create a graphic interpretive design without using typography • Graphic season representation • Graphic objects • Poster Design • Product Design • Display Unit • Interior Design • Magazine Design • Book Design • Presentation Design • Comic book layout • Self-portrait • Portrait • Still life

	<p>enrich people’s lives?</p> <ul style="list-style-type: none"> • How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs, and experiences? • What criteria, methods and processes are used to select work for preservation or presentation? 	<ul style="list-style-type: none"> • Comic book character
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Pacing Guide				
1st Marking Period			2nd Marking Period	
Month 1	Month 2	Month 3	Month 4	Month 5
<p>Unit 1</p> <p>Introduction to Illustrator</p> <p>2 weeks</p>	<p>Unit 2</p> <p>Exploring Tools</p> <p>4 weeks</p>	<p>Unit 3</p> <p>Adding Typography to Layout</p> <p>4 weeks</p>	<p>Unit 4</p> <p>Expression</p> <p>10 weeks</p>	

Unit 1 – Introduction to Illustrator

Unit Objectives

Students will be able to:

- Identify the various tools in Adobe Illustrator used to create a simple form.
- Research the tool palette in Illustrator

Skill Objectives

Students will:

- Create various thumbnail sketches to explore their creativity
- Create the proper size artboard
- Utilize proper naming conventions and correct layer names
- Become familiar with the tool palette in Illustrator

<p>Creating Anchor Standard 1: Conceptualize and generate an artistic idea and work.</p>	<p>Presenting Anchor Standard 4: Select, analyze and interpret artistic work for presentation</p>	<p>Responding Anchor Standard 9: Apply criteria to evaluate artistic work.</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experience to make art</p>
<p><u>Enduring Understandings</u> Creativity and Innovative thinking are essential life skills that can be developed.</p> <p><u>Essential Questions</u> What conditions, attitudes and behaviors support creativity and innovative thinking?</p> <p>How does collaboration expand the creative process?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Individually or collaboratively formulate new creative problems based on student's existing artwork.</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and art works for preservation and presentation</p> <p><u>Essential Questions</u> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p>	<p><u>Enduring Understandings</u> People evaluate art based on various criteria.</p> <p><u>Essential Questions</u> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different than an evaluation?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	<p><u>Enduring Understandings</u> Through art making, People make meaning by investigating and developing awareness and perceptions, knowledge and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people's lives?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Utilize methods of observation, research and experimentation to explore unfamiliar subjects through art making.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Create Object • Design Bug • Design Space 	<ul style="list-style-type: none"> • Magazine covers 	<ul style="list-style-type: none"> • Formal critique analyzing the successful creation of artwork using Illustration • Exploration on how the use of illustration differs from traditional studio tools. 	<ul style="list-style-type: none"> • Compare and contrast creative artwork with other graphic designers

Unit 2 – Exploring Tools

Unit Objectives

Students will be able to:

- Identify various tools in Adobe Illustrator used to create a design consistent with the elements and principles of design.
- Understand the use of color in support of design
- Decide upon which Illustrator tools to use in order to create their desired effect
- Present and defend their design based on the elements and principles of design

Skill Objectives

Students will:

- Use thumbnails to explore their creativity
- Present and defend their design based on the elements and principles of design
- Learn to create unique color swatches
- Use select Illustrator tools in order to create their desired effect

<p>Creating Anchor Standard 1: Conceptualize and generate an artistic idea and work. Anchor Standard 3: Refine and complete artistic work</p>	<p>Presenting Anchor Standard 6: Convey meaning through the presentation of artistic work.</p>	<p>Responding Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experience to make art</p>
<p><u>Enduring Understandings</u> Creativity and Innovative thinking are essential life skills that can be developed.</p> <p><u>Essential Questions</u> What conditions, attitudes and behaviors support creativity and innovative thinking? How does collaboration expand the creative process?</p> <p><u>Process Components</u> Investigate/Plan/Make Individually or collaboratively formulate new creative problems based on student's existing artwork.</p>	<p><u>Enduring Understandings</u> Objects, artifacts and artworks collected, preserved or presented either by artists, museums or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><u>Essential Questions</u> How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs, and experiences?</p> <p><u>Process Components</u> Analyze, Select, Share Make, explain and justify connections between artists or artwork and social cultural and political history.</p>	<p><u>Enduring Understandings</u> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><u>Essential Questions</u> What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>	<p><u>Enduring Understandings</u> Through art making, People make meaning by investigating and developing awareness and perceptions, knowledge and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people's lives?</p> <p><u>Process Components</u> Synthesize, Relate Utilize methods of observation, research and experimentation to explore unfamiliar subjects through art making.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Design Music • Feeling • Still Life • Pattern Design • Pictogram 	<ul style="list-style-type: none"> • Formal Critique 	<ul style="list-style-type: none"> • Class discussions • Research 	<ul style="list-style-type: none"> • Review of professional designer works

Unit 3 – Adding Typography to Layout

Unit Objectives

Students will be able to:

- Identify the various tools in Adobe Illustrator that will create a layout consistent with the elements and principles of design and communicates a message.
- Discuss meaning and intention using graphics, color and typography

Skill Objectives

Students will:

- Use typography to enhance their design
- Utilize copy blocks to enhance their design
- Explore and understand typographical hierarchy
- Create meaning through design
- Create appropriate vector art to enhance their design

<p>Creating Anchor Standard 1: Conceptualize and generate an artistic idea and work. Anchor Standard 3: Refine and complete artistic work</p>	<p>Presenting Anchor Standard 6: Convey meaning through the presentation of artistic work.</p>	<p>Responding Anchor Standard 7: Perceive and analyze artistic work</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experience to make art</p>
<p><u>Enduring Understandings</u> Creativity and Innovative thinking are essential life skills that can be developed.</p> <p><u>Essential Questions</u> What conditions, attitudes and behaviors support creativity and innovative thinking?</p> <p>How does collaboration expand the creative process?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p>	<p><u>Enduring Understandings</u> Objects, artifacts and artworks collected, preserved or presented either by artists, museums or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><u>Essential Questions</u> How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs, and experiences?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Make, explain and justify connections between artists or artwork and social cultural and political history.</p>	<p><u>Enduring Understandings</u> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>	<p><u>Enduring Understandings</u> Through art making, People make meaning by investigating and developing awareness and perceptions, knowledge and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people’s lives?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Utilize methods of observation, research and experimentation to explore unfamiliar subjects through art making.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Word Art • Poster • Book Design • Advertising 	<ul style="list-style-type: none"> • Formal Critique 	<ul style="list-style-type: none"> • Class discussions and critiques 	<ul style="list-style-type: none"> • Analyze various contemporary magazines • Analyze various book designs

Unit 4 – Messaging with Intent

Unit Objectives

Students will be able to:

- Identify the various tools in Adobe Illustrator, to create a personally meaningful piece of art that aligns with the elements and principles of design.
- Recognize vector art and typography and where to use appropriately in order to create a message of intent

Skill Objectives

Students will:

- Explore personal messaging
- Create meaning and intention through design
- Use various graphic processes to create artwork which conveys meaning
- Direct messaging to audience

<p>Creating Anchor Standard 1: Conceptualize and generate an artistic idea and work. Anchor Standard 3: Refine and complete artistic work</p>	<p>Presenting Anchor Standard:</p>	<p>Responding Anchor Standard 8: Interpret, intent and meaning in artistic work.</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experience to make art</p>
<p><u>Enduring Understandings</u> Creativity and Innovative thinking are essential life skills that can be developed.</p> <p><u>Essential Questions</u> What conditions, attitudes and behaviors support creativity and innovative thinking? How does collaboration expand the creative process?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Analyze, Select, Share</p>	<p><u>Enduring Understandings</u> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><u>Essential Questions</u> What criteria, methods and processes are used to select work for preservation or presentation?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Identify types of contextual information useful in the process of constructing interpretation of an artwork or collection of works</p>	<p><u>Enduring Understandings</u> Through art making, People make meaning by investigating and developing awareness and perceptions, knowledge and experiences.</p> <p><u>Essential Questions</u> How do people contribute to awareness and understanding of their live and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Magazine Cover • Packaging Design • Outdoor Banner • In-Store Display • Self-Portrait 		<ul style="list-style-type: none"> • Formal Critique 	<ul style="list-style-type: none"> • Brainstorming sessions • Artist's statement • Artist display