

YOSEMITE REGIONAL OCCUPATIONAL PROGRAM

Course Title-Career Technical Education Pathway/Sector

Visual Communications through Digital Media/Arts Media & Entertainment

CBED Title: Telecommunications

CBEDS Code: 4605

JOB TITLES**DOT NO.**

Graphic Design/Web Page Designer	27-1024.00
Web Page Developer	15-1099.01
Web Editor	15-1099.05
Web Master	15-1021.00

Course description:

Visual Communications provides a theoretical and applied academic foundation to use digital media in graphic and traditional art. Students will create and design web pages, graphics and animations as a basis for developing skills in visual communications. This class will focus on basic design, layout and constructions, setup and maintenance of a web site, HTML, and various web page and image creation tools.

Recommended Prerequisites: None

DURATION:

Classroom Theory/Applied	320
Community Classroom / Coop Vocational Ed	40
Total Hours	360

CREDIT: 10 units

ARTICULATED WITH POSTSECONDARY INSTITUTIONS: To be Submitted 10-18-2012

RECOMMENDED GRADE LEVEL: 11 - Adult

GRADING FORMAT: Standard

REQUIRED FOR GRADUATION: No

MEETS U.C. OR C.S.U. ENTRANCE REQUIREMENTS: Pending (f) and (g)

Instructional Content

Instruction will include: **General Work Place Skills**

Hours
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 CC=Comm. Class.

	Anchor	CTE	CL	CC
<ul style="list-style-type: none"> ● Attitude and Work Habits <ul style="list-style-type: none"> A. Students will be able to: <ol style="list-style-type: none"> 1. Works both independently and collaboratively 2. Attends regularly and on time 3. Practices good safety procedures 4. Solves problems thinks critically and makes good decisions 5. Plans work and takes initiative 6. Demonstrates leadership and the willingness to help train others 			30	
<ul style="list-style-type: none"> ● Job Employment Skills <ul style="list-style-type: none"> A. Students will be able to: <ol style="list-style-type: none"> 1. Develop a plan to achieve career goals 2. Complete a career portfolio 3. Use effective job search strategies 4. Perform employment research 5. Complete job application 6. Develop effective interviewing and follow-up skills. 7. Demonstrate an awareness of importance of lifelong learning. 	3.0 1.0 8.0			
<ul style="list-style-type: none"> ● Orientation and Procedure <ul style="list-style-type: none"> A. Students will be able to explain: <ol style="list-style-type: none"> 1. Classroom polices 2. Expectations and evaluations 3. Safety procedures ● Introduction to the Internet <ul style="list-style-type: none"> A. Students will be able to identify and utilize: <ol style="list-style-type: none"> 1. Internet service providers (ISP's) 2. Software tools: Browsers, E-mail, FTP, clients, compression utilities, telnet, security, etc. 3. Internet Web addresses: URL, domain name, email address 4. Internet searches –Directory search, Boolean search 	1.0 6.0 8.1 8.6	A1.0	5 10	
<ul style="list-style-type: none"> ● Introduction and Use of Design tools <ul style="list-style-type: none"> A. Students will be able to: <ol style="list-style-type: none"> 1. Discuss how advances in technology might change the definition and function of the visual arts 2. Compare and contrast similar styles of artwork done in electronic media with those done with materials traditionally used in the visual arts 3. Research and discuss the current software used in the industry and how emerging technologies affect or will affect visual artist and their fields. 4. Research and describe the role and influence of new technologies on contemporary artworks 	4.0 1.0 5.0	A1.0	20	
<ul style="list-style-type: none"> ● Understanding Historical and Cultural Context <ul style="list-style-type: none"> A. Students will be able to: <ol style="list-style-type: none"> 1. Research methods used to determine the time, place, context, value and culture that produced a given artwork. 2. Identify similarities and differences in the purpose of art created in selected cultures 3. Articulate how personal beliefs, cultural traditions and current social, economic and political contexts influence the interpretation of the meaning or message in artwork. 4. Critique artwork from various designers from around the world and describe their design and how culture affected the design of their artwork 	4.0 1.0 5.0	A1.0 A2.0 A3.0	20	

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<ul style="list-style-type: none"> ● Artistic Development <ul style="list-style-type: none"> A. Students will be able to: <ol style="list-style-type: none"> 1. Analyze and identify and understanding of good design elements using correct visual art terminology (VPA Standard 1) 2. Design original artwork utilizing art principles and visual communications standards (VPA Standard 1) 3. Demonstrate increasing skill refinement in using contemporary media to create art pieces based upon the principles and elements of design (VPA Standard 2) 4. Research cultural influences and demonstrate an understanding of universal art concepts (VPA Standard 3, 4) 5. Assess and analyze artwork for its quality and intent (VPA Standard VPA standard 4) 6. Analyze their work and classmates artwork using correct visual arts terminology (VPA Standard 1,4) 7. Create web pages encompassing art and design elements (VPA Standard 2) 8. Create original artwork via digital media which demonstrates and understanding of the elements of design and elements of art (VPA Standard 1,2) 9. Identify and research opportunities in a career in visual communications (VPA Standard 5) 	1.0 5.0 4.0 CR 1,4,5,9, and 10	A1.0 A2.0 A3.0	20	
<ul style="list-style-type: none"> ● Elements of Art <ul style="list-style-type: none"> A. Students will be able to: <ol style="list-style-type: none"> 1. Complete a glossary of terms used in the Visual Arts Standard 2. Select two artworks, magazine ads, or photos and describe the aspects of line, shape, and form using visual arts terminology 3. Sketch examples of line representing an emotion 4. Discuss the purpose of shape and form used in artwork from a selected contemporary culture 5. Create a collage of textures of various materials 6. Analyze the material used by a given artist and describe how its use influences the meaning of the work 7. Generate a value scale from black to white using shapes and patterns 8. Discuss color origins and cultural perspectives for color usage 9. Create a color wheel to demonstrate understanding of terminology and color development 10. Formulate and support a position regarding the aesthetic value and color choices of a specific artwork and change or defend that position after considering the views of others 11. Select artworks, magazine ads, or photos and label examples of symmetry and asymmetry, radial balance, informal balance and visual weight using visual arts terminology 12. Find uses of pattern in printed materials and on web pages. 13. Design a piece of artwork that shows formal balance and another that shows informal balance 14. Create a design using a regular rhythm in a repeated pattern 15. Create a design using regular rhythm in a repeated pattern with variation 16. Sketch a web page using design elements to create unity with emphasis and contrast 17. Analyze and describe how the composition of this artwork is affected by the use of unity, emphasis and contrast 	1.0 5.0 4.0 CR 2,4,5,9, And 10	A1.0 A2.0 A3.0 A4.0	20	
<ul style="list-style-type: none"> ● Understanding Artwork and Style <ul style="list-style-type: none"> A. Students will be able to: <ol style="list-style-type: none"> 1. Analyze the works of a well-known artist in terms of the art media selected and effect of that selection on the artist's style 2. Analyze and articulate how society influences the interpretation and message of artwork 3. Construct a rationale for the validity of a specific artwork 4. Investigate and discuss universal concepts expressed in artwork found in diverse cultures 5. Research and analyze the work of an artist and define the artist's unique style and how it distinguishes the artwork 	1,0 5.0 CR 2,5,9, and 10	A1.0 A2.0 A4.0 A3.0	20	

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<ul style="list-style-type: none"> ● Critiques <ul style="list-style-type: none"> A. Students will be able to <ol style="list-style-type: none"> 1. Research and discuss examples of art critiques of a well-known artist 2. Write critiques of the products generated by at least two students including what the students are sharing about themselves. 3. Write peer critiques of student artwork assignments 4. Write critiques for your own artwork 	1.0 5.0 CR 1,2,4,10 and 5.	A3.0 A4.0 A1.0 A2.0	20	
<ul style="list-style-type: none"> ● Principles of Web Design <ul style="list-style-type: none"> A. Students will be able to: <ol style="list-style-type: none"> 1. Define and use CMYK, RGB, and HSL Color 2. Use color in monitor image resolution 3. Define browser safe colors 4. Determine which format is best for different types of images – GIF, JPEG, PNG 5. Use images maps, dice images, and use thumbnails and alternate text 6. Use preloaded graphics 7. Acquire artwork for web sites, using image site, scanning images, utilizing digital images and creating their own images 8. Determine font styles, font support and text colors 9. Use style sheets and dynamic fonts 	1.0 4.0 CR 1,2,4,5, and 10	A1.0 A2.0	20	
<ul style="list-style-type: none"> ● HTML <ul style="list-style-type: none"> A. Students will be able to: <ol style="list-style-type: none"> 1. Create and print an HTML Document using four basic tags and linking documents 2. Format and HTML document including formatting text, adding line breaks and organizing code 3. Incorporate graphics and multimedia including resizing images, linking graphics, creating address tags and organizing code 4. Create user-interaction forms including text entry fields, radio buttons, checkboxes, pull down menus, and scroll boxes 5. Utilize CGI/PERL/Other Scripts 6. Align text objects with tables 7. Create a simple table 8. Format and modify a border 9. Align text and add color 10. Span columns and change table dimensions 11. Control page layout using single pixel GIF's for precise layout 12. Create, format, modify, name, and control frames 13. Target hyperlinks 14. Navigate frames using navigation bars 	1.0 5.0 4.0 CR 1,2,4,5, and 10	A1.0 A2.0	20	
<ul style="list-style-type: none"> ● Introduction to JavaScript <ul style="list-style-type: none"> A. Students will be able to: <ol style="list-style-type: none"> 1. Create and Debug a simple script 2. Use event handlers 3. Program using functions, variable and conditions 	1.0 5.0 4.0 CR 1,2,4,5, and 10	ICT C7.0	10	
<ul style="list-style-type: none"> ● Style Sheets <ul style="list-style-type: none"> A. Students will be able to: <ol style="list-style-type: none"> 1. Use cascading, embedded and external style sheets 2. Create a class and browser detection routines 3. Change font style and color dynamically 	1.0 5.0 CR 1,4, and 5	ICT C7.0	20	
<ul style="list-style-type: none"> ● Structuring Data with XML (Extensible Markup Language) <ul style="list-style-type: none"> A. Students will be able to: <ol style="list-style-type: none"> 1. Define XML elements and structure 2. Enter XML data 3. Bind XML data to HTML and use to display 4. Modify and XML document 5. Alter XML data view with HTML 	1.0 4.0 5.0 CR 1,4, and 5	ICT C7.0		

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<ul style="list-style-type: none"> ● HTML Editors (Dreamweaver) <ul style="list-style-type: none"> A. Using the HTML Editor software, students will be able to: <ol style="list-style-type: none"> 1. Plan a new web site including content, folder and navigational structure 2. Define the role of web servers 3. Explain site management interface 4. Complete basic HTML editing 5. Open and create a new web page 6. Set page properties 7. Enter and format text and paragraph style 8. Preview, print and save a web page 9. Insert images, a horizontal rule and hyperlinks 10. Edit images and test hyperlinks 11. Insert components 12. Edit templates 13. Export and delete web pages 14. Add a search form 15. Make Global revisions 16. Publish a web site 17. Insert and modify tables 18. Add and move table captions, rows and columns 19. Modify cell properties 20. Create a web page with frames 21. Set frame targets and modify frame properties 22. Set custom and background colors 23. Modify images and align text 24. Create hot spots and scrolling images 25. Add animations and page transitions 26. Add web based animation (Flash/Fireworks) 27. Insert, delete, and modify content dynamically 28. Replace graphics and manipulate bound data dynamically 29. Position with DHTML 30. Use advance DHTML for filtering, scaling and transition 31. Apply themes 32. Add navigation bar 33. Use shared borders 34. Insert hover buttons 35. Convert RTF, ASCII, and other document formats to HTML 	1.0 4.0 5.0 CR 1,4, and 5	ICT B8.0 B4.0 C7.0 C4.0	20	15
<ul style="list-style-type: none"> ● Creating Web Graphics <ul style="list-style-type: none"> A. Students will be able to: <ol style="list-style-type: none"> 1. Use various file formats – GIF, JPEG, PNG, PSP 2. Create logos, headlines, icons, and backgrounds 3. Edit images and photos 4. Use images and special effects and filters 5. Use scanners and digital camera 6. Crete transparent GIFS 7. Create GIF animation 8. Create image maps 9. Compress files 	1.0 4.0 5.0 CR 1,4,5, And 10	A1.0 A2.0 A3.0	15	5
<ul style="list-style-type: none"> ● Server Issues/Client Server Concepts <ul style="list-style-type: none"> A. Students will be able to: <ol style="list-style-type: none"> 1. Use Apache and IIS 2. Configure files 3. Apply restrictions and security 4. Use telnet 	1.0 4.0 5.0 CR 1,5, and 10	ICT B8.0 B4.0 C7.0 C4.0	10	

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<ul style="list-style-type: none"> ● Projects <ul style="list-style-type: none"> A. Throughout the year students will apply learning to various projects including: <ol style="list-style-type: none"> 1. Create a flyer, pamphlet, or newsletter <ol style="list-style-type: none"> a. Discuss the process and design elements b. Critique fellow classmates' designs c. Incorporate elements of art and color into a second version d. Create and original image layout showing rhythm, balance and proportion e. Describe the relationship involving you as the artist, the process of creating the artwork, the final product, and the reaction of the viewer f. Create and manipulate and original image for production g. Use image software to form a digital image 2. Logo's – find two examples of logos from the US and three from other cultures <ol style="list-style-type: none"> a. Describe the principles of design used to generate each logo b. Create an original logo using stock images c. Create a logo for a variety of audiences and intent 3. Generate fictitious product packaging identify artwork and text, company logo, letterhead and envelope for a student "company" to design web pages <ol style="list-style-type: none"> a. Compare and contrast product packaging identifying psychological content found in the symbols and images b. Identify the intensions of the artist when developing product packaging artwork c. Identify the target audience and techniques used to capture the audience d. Create a logo for your company that gives insight to you "company" e. Present artwork to peers for evaluation and critiques 4. Create original image artwork addressing a current issue and incorporating visual metaphor <ol style="list-style-type: none"> a. Find examples of images and discuss how the issues of time, place and cultural influences are expressed. b. Describe the use of the elements of art to express mood c. Create an original artwork that addresses a social issue d. Critique your project relative to time, place and culture 5. Create and original web site <ol style="list-style-type: none"> a. Incorporate design elements to attract an audience to buy a product b. Describe the principles of design to attract and entice an audience c. Critique web pages on the use of design elements and aesthetics d. Create other forms of visual media to enhance the selling of a product e. Create and design graphics to enhance the web site. Use of image software and creation of animations is expected f. Use site management software, filenames and folders g. Maintain site and register using Meta tags and submission services 6. Finalize student portfolio <ol style="list-style-type: none"> a. Describe how a selected piece demonstrates growth in ability and technique b. Select the intent of the work and choice of media c. Incorporate projects into the portfolio and prepare it for review 	<p>1.0 5.0 2.0 4.0 8.0 CT 7.0 8.1 CR 1,2,3,4, 5 and 10</p>	<p>A1.0 A2.0</p>	<p>20</p>	<p>20</p>
<ul style="list-style-type: none"> ● Career Awareness and Design Ethics <ul style="list-style-type: none"> A. Students will be able to: <ol style="list-style-type: none"> 1. Make an oral report to the class on three career opportunities including the skills necessary to be successful in each 2. Write a report on the legal considerations of copyright, counterfeiting, plagiarism and common trade practices 3. Develop a rubric for selecting artwork for their portfolio 4. Throughout the year, select artwork to be placed in the portfolio 5. Prepare and design a portfolio for a business reference 	<p>1.0 3.0 8.0 2.0 5.0 4.0 CR 1,2,4,5 and 10</p>	<p>A5.0</p>	<p>20</p>	