



Graphics Design Technology I - Introduction to Graphic Design

Course Information

Grade(s):	9-12
Discipline/Course:	Graphic Design Technology
Course Title:	Graphics Design Technology I: Introduction to Graphics Design
Prerequisite(s):	N/A
Course Description: <i>Program of Studies</i>	This course provides students with an understanding of the processes and systems common to careers in publishing, printing, and other forms of media distribution. Representative topics include but are not limited to graphic design concepts; art and copy preparation; image generation and editing; desktop publishing; on-demand publishing; book and magazine layout; advertising and promotion; printing technology; binding and finishing; and screen printing. Students will learn illustration design software, photo editing software, and page layout software to create projects that will be printed in traditional and digital formats.
Course Essential Questions:	<ul style="list-style-type: none"> ● What are the common practices, tools, digital hardware, software, and vocabulary utilized by designers and producers from a variety of graphic design disciplines? ● How do the elements incorporated in basic graphic designs function together to create effective communication? ● How does the function and format of a design impact a message? ● What is the role of the graphic design industry in the communication of ideas?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● Graphic designers use a variety of tools and software to create graphics for print, web, and screen. ● Effective graphic design requires a strong understanding of design principles, such as composition, color theory, and typography. ● Graphic designers need to be able to use technology effectively to create high-quality graphics. ● Graphic design technology is constantly evolving, so graphic designers need to be adaptable and willing to learn new things.
Duration/Credit:	½ year; .5 credits

Course Materials/Resources:	Adobe Creative Cloud
FPS Course Academic Expectation(s):	Using Communication (Media) Tools Exploring and Understanding
Year at a Glance (Units)	Unit 1: Introduction to Graphic Design (1-2 weeks) Unit 2: Introduction and Application of Vector Based Graphics (6-7 weeks) Unit 3: Introduction and Application of Raster Based Graphics (6-7 weeks) Unit 4: Introduction and Application of Digital Publishing Graphics based (6 weeks)

Unit Number and Title:	Unit 1: Introduction to Graphic Design
Duration:	1-2 Weeks
Resource(s):	Adobe Creative Cloud account & access to FPS graphics lab
Unit Overview:	Students explore common practices in the industry. There is a focus on Health and Safety in the Lab, as in the Industry and that all participants are responsible for maintaining a safe environment. Students explore the history of the graphics and design industry and explore emerging trends and technologies.
Learning Goals	
Standard(s):	GDT.01 Discuss developments and individuals relating to the history of the graphics and design industry and explore emerging trends and technologies. GDT.02 Communicate ideals using industry standard terminology
Essential Question(s):	<ul style="list-style-type: none"> • What are the common practices, tools, digital hardware, software, and vocabulary utilized by designers and producers from a variety of graphic design disciplines?
Enduring Understanding(s):	<ul style="list-style-type: none"> • Graphic designers use a variety of tools and software to create graphics for print, web, and screen. • Graphic designers need to be able to use technology effectively to create high-quality graphics.
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> • Safe practices for using the resources, processes, concepts, and tools of the graphic communications industry. • Basic vocabulary related to graphic communications <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> • Explain and demonstrate safety procedures. • Identify and describe emerging trends and technologies. • Formulate written and verbal communications using industry standard terms

Unit Number and Title:	Unit 2: Introduction and Application of Vector Based Graphics
Duration:	6-7 Weeks
Resource(s):	Adobe Creative Cloud
Unit Overview:	Students explore vector based graphic work. Common practices and considerations working with vector based graphics are studied and practiced, both digitally and physically .
Learning Goals	
Standard(s):	GDT.10 Demonstrate knowledge of concept image creation and manipulation.
Essential Question(s):	<ul style="list-style-type: none"> • What are the common practices, tools, digital hardware, software, and vocabulary utilized by designers and producers from a variety of graphic design disciplines? • How does the function and format of a design impact a message?
Enduring Understanding(s):	<ul style="list-style-type: none"> • Graphic designers use a variety of tools and software to create graphics for print, web, and screen. • Graphic designers need to be able to use technology effectively to create high-quality graphics.
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	Content: (Students will know...) <ul style="list-style-type: none"> • Vocabulary related to the creation of vector graphics • Importance of vector based images in graphic design Skills: (Students will be able to...) <ul style="list-style-type: none"> • Creating basic shapes and objects in vector graphics software • Using the pen tool to draw freehand shapes • Applying fills and strokes to shapes • Grouping and aligning objects • Transforming objects (scaling, rotating, and skewing)

Unit Number and Title:	Unit 3: Introduction and Application of Raster Based Graphics
Duration:	6-7 Weeks
Resource(s):	Adobe Creative Cloud account & access to FPS graphics lab
Unit Overview:	Students review common practices and considerations for working with Raster based graphics. Students learn how Raster based graphics can be implemented in practice digitally and physically.
Learning Goals	
Standard(s):	GDT.10 Demonstrate knowledge of concept image creation and manipulation.
Essential Question(s):	<ul style="list-style-type: none"> • What are the common practices, tools, digital hardware, software, and vocabulary utilized by designers and producers from a variety of graphic design disciplines? • How does the function and format of a design impact a message?
Enduring Understanding(s):	<ul style="list-style-type: none"> • Graphic designers use a variety of tools and software to create graphics for print, web, and screen. • Graphic designers need to be able to use technology effectively to create high-quality graphics.
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	Content: (Students will know...) <ul style="list-style-type: none"> • Vocabulary related to the creation of raster graphics • Importance of vector based images in graphic design Skills: (Students will be able to...) <ul style="list-style-type: none"> • Explain the difference between raster and vector graphics • Create and edit raster graphics using a raster graphics editor such as Photoshop or GIMP • Use layers to organize objects in a raster image • Use masks and selections to isolate areas of a raster image • Adjust the color, brightness, and contrast of a raster image

- Apply filters and effects to a raster image
- Save and export raster graphics in different file formats

Unit Number and Title:	Unit 4: Introduction and Application of Digital Publishing Graphics
Duration:	6-8 Weeks
Resource(s):	Adobe Creative Cloud
Unit Overview:	Students will apply what they have learned in the previous units to create original works that meet defined specifications and constraints to communicate an idea, information, or concept. Students will also organize their coursework into a final portfolio.
Learning Goals	
	<p>GDT.05 Identify and apply the elements of design.</p> <p>GDT.06 Identify and apply the principles of design.</p> <p>GDT.08 Identify and apply the principles of design to layout.</p> <p>GDT.09 Demonstrate knowledge of concept development.</p> <p>GDT.10 Demonstrate knowledge of concept image creation and manipulation.</p> <p>GDT.11 Demonstrate application of media outputs (file formats/color modes)</p> <p>GDT.12 Demonstrate application of media outputs (project production)</p> <p>GDT.13 Identify and apply the design process.</p> <p>GDT.15 Identify and produce files utilizing different digital formats.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What are the common practices, tools, digital hardware, software, and vocabulary utilized by designers and producers from a variety of graphic design disciplines? ● How do the elements incorporated in basic graphic designs function together to create effective communication? ● How does the function and format of a design impact a message? ● What is the role of the graphic design industry in the communication of ideas?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Graphic designers use a variety of tools and software to create graphics for print, web, and screen. ● Effective graphic design requires a strong understanding of design principles, such as

	<p>composition, color theory, and typography.</p> <ul style="list-style-type: none"> ● Graphic designers need to be able to use technology effectively to create high-quality graphics. ● Graphic design technology is constantly evolving, so graphic designers need to be adaptable and willing to learn new things.
<p>Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● Basic graphic design vocabulary <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● Produce sketches, rough layouts, and comprehensive layouts using design principles to guide the process. ● Evaluate designs, and layouts for proper grammar, punctuation, and adherence to specifications. ● Demonstrate skills related to concept image creation and manipulation. ● Collect and organize coursework to create a portfolio