

COURSE NAME: *ADVERTISING & DESIGN II*

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OVERVIEW STATEMENT

The purpose of the ***Advertising and Design II*** course is to build off of the Advertising and Design I curriculum, by continuing to create a product-based art curriculum incorporating computer technology with visual graphic design. The student will develop advanced knowledge of the mechanics, the visual and the technical aspects of art editing. The Elements and Principles of Art are emphasized throughout the course to help create interesting and dynamic graphics. There are also units of study in three- dimensional designs, output and client based interaction. In addition to advanced computer work many projects include hands- on creations of the actual products using traditional art materials. Strong focus on the client's role in Advertising and the development of design as a product will be explored.

Units of Study, Suggested Timeline

Unit	Title	Time Frame*
Unit 1	<i>Historical Design</i>	3 weeks
Unit 2	<i>Evolution of Design</i>	4 weeks
Unit 3	<i>Application and Process of Design</i>	5 weeks
Unit 4	<i>Advanced Typography</i>	5 weeks

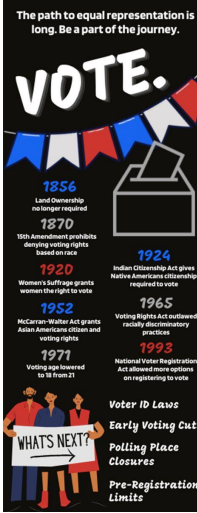
Unit 5	<i>Brand Identity & Development</i>	4 weeks
Unit 6	<i>Digital Imaging</i>	4 weeks
Unit 7	<i>Motion Graphics</i>	5 weeks
Unit 8	<i>Output in Media</i>	4 weeks
Unit 9	<i>Professional Practice</i>	6 weeks

*estimated time frame

Unit #1: Historical Design

Pacing: 3 Weeks

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes (FY)</u>	<u>Essential Vocabulary</u>
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? <u>Compelling Question:</u> - How do objects and places shape lives and communities? <u>Supporting Questions:</u> - How do artists and designers create works that effectively communicate ideas or influence people's lives?	- Students will understand the evolution of visual communications and design principles through the lens of art history and informative data. - Students will understand and analyze how history has influenced design practices.	- Students will research and select pertinent data to connect supporting imagery to the data. - Students will create a dynamic design that will inform or affect change. - Students will explore the styles and movements that have shaped the visual communication landscape.	- Balance - Emphasis - Infographic - Composition - Layout - Color - Texture - Pattern - Size - Position - Content - Font - Style

<u>Assessment</u> • Student (self) Feedback Assessment (3-2-1)/ (2 stars and a wish) • Padlet TAG (peer Critique) • Rubrics • Critique • Presentation <u>Additional Resources</u> <u>IRAN:</u>Reza Abedini, Morteza Momayez <u>AUSTRALIA:</u>Deanne Cheuk, Ken Cato <u>CHINA:</u>Nod Young, Xiao Yong <u>Magazines/ news</u> • https://www.adweek.com/ • https://adage.com/ <u>History:</u> • https://www.g2.com/articles/history-of-advertising	<u>Technology Used</u> • Adobe InDesign • Adobe Photoshop • Adobe Illustrator • Adobe Firefly • iPads • Procreate • Wacom Tablets • Digital cameras • Scanner • Google Suite	<u>Activities</u> • <u>Art History Poster</u> <i>research artist or art history time period and create a poster that is visually appealing and informative.</i> • <u>Research Infographic</u> <i>use historical and social connections to create an infographic on a current event in order to inform and affect change</i> • <u>People in History: PLAYING CARD DESIGN</u> <i>utilizing research data to construct and design original playing cards for 3 people in history that are connected with an underlying theme. practice continuity in design for front and back of cards</i> • <u>BIOGRAPHY BOOK COVER DESIGN:</u> <i>Students will analyze and discuss a biography book cover design. Students will research local history and design a book cover for a hometown hero.</i>  The path to equal representation is long. Be a part of the journey. VOTE. 1856 Land Ownership no longer required 1870 15th Amendment prohibits denying voting rights based on race 1920 Women's Suffrage grants women the right to vote 1952 McCarran-Walker Act grants Asian Americans citizen and voting rights 1971 Voting age lowered to 18 (26th) 1924 Indian Citizenship Act gives Native Americans citizenship required to vote 1965 Voting Rights Act outlawed racially discriminatory practices 1993 National Voter Registration Act allowed more options on registering to vote Voter ID Laws Early Voting Cuts Polling Place Closures Pre-Registration Limits	<u>Additional Resources</u> <u>Famous Graphic Designers</u> <u>USA:</u>Saul Bass, Robert Brownjohn, David Carson, Seymour Chwast, Milton Glaser, Reid Miles, Paul Rand, Stefan Sagmeister, Paula Scher, Ivan Chermayeff <u>CANADA:</u>Fritz Gottschalk, Stuart Ash <u>UNITED KINGDOM:</u>Jonathan Barnbrook, Neville Brody, Alan Fletcher, Abram Games, Edward McKnight Kauffer, William Morris, Peter Saville, Si Scott, Storm Thorgerson <u>SWITZERLAND:</u>Josef Müller-Brockmann, Erik Nitsche, Niklaus Troxler, Wolfgang Weingart, Werner Jeker <u>JAPAN:</u>Shigeo Fukuda, Yusaku Kamekura, Ikko Tanaka. <u>ITALY:</u>Armando Milani, Massimo Vignelli, Giancarlo Piretti <u>FRANCE:</u>Philippe Apeloig, Robert Massin, A.M. Cassandre <u>HOLLAND:</u>M.C. Escher, Irma Boom, Wim Crouwel <u>SPAIN:</u>Oscar Marine Brandi, Bernardo Rivavelardi <u>GERMANY:</u>Lucian Bernhard, Holger Matthies <u>RUSSIA:</u>El Lissitzky, Alexey Brodovitch <u>ISRAEL:</u>Dan Reisinger, Noma Bar
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Unit #2: Evolution of Design

Pacing: 4 Weeks

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes (FY)</u>	<u>Essential Vocabulary</u>
- How do artists and designers determine goals for designing or redesigning objects, places, or systems? <u>Compelling Question:</u> - Why do artists and designers follow or break from established traditions? <u>Supporting Questions:</u> - Why is it important to get feedback and observations about your art? - What is the purpose of revisions? - What can we learn from our responses to art?	- Students will understand the importance of trends and how they influence advertising. - Students will understand the importance of revisions in their work and creating and updating visuals inline with the times.	- Students will be able to adapt and revise utilizing elements and principles of design - Students will be able to identify the importance of developing a design and that often the first idea is not always the best.	- Components - Composition - Concept - Positive - Negative - Layout - Color - Contrast - Emphasis - Revision - Masking

Assessment

- Student (self) Feedback Assessment (3-2-1)/ (2 stars and a wish)
- Padlet TAG (*peer Critique*)
- *Rubrics*
- *Critique*
- *Presentation*

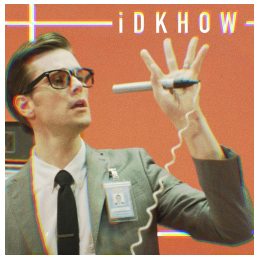
Instagram triptych: Trends

using design trends highlighted every year, students will research trends in advertising and apply one of these to their design of a triptych. This instagram tryptic will utilize Illustrator and Photoshop to break the 2-d 3-d wall by encouraging the text to be interactive with the imagery.



Technology Used

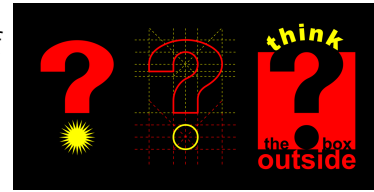
- Adobe InDesign
- Adobe Photoshop
- Adobe Illustrator
- Adobe Firefly
- iPads
- Procreate
- Wacom Tablets
- Digital cameras
- Scanner
- Padlet



Activities (FY)

Variation of an Object (3 C's of Graphic Design):

Create a series of designs utilizing simple symbol



and a limited color palette of 3 basic hues. Highlight the impact of composition, and various design concepts. This will establish a broad range of visual concepts: Experimentation using (Simple modification/Evaluating original ideas and expanding/ Modular Design/ Technical Approach/ Outlines/ Stenciling/ Masking/ Registration/ Brushwork/ Motion/ Natural forces/ Rotation/ Progression/ DIstortion/ Deconstruction & Reconstruction/ Regular & irregular Pattern/ Pattern fill/ Image Fill/ 3-D Forms/ Fusion/

Positive/ Negative Movie Poster

Design Limited color pallets and design elements to create and redesign existing Movie posters. Experiment with Elements and principles of design to achieve contrast, emphasis and strong layout for a rebranded movie poster.



Additional Resources

Symbols Database:

https://www.artfactory.com/graphic_design/images/resources/symbols.pdf

Drawing Software:

- <https://editor.method.ac/>

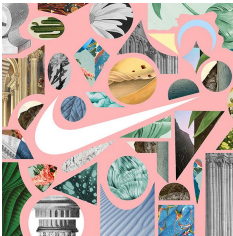
Movie Posters:

<https://parade.com/1003052/samuelmurrian/best-movie-posters/>

<https://www.pastemagazine.com/movies/posters/the-best-movie-posters-of-the-past-100-years>

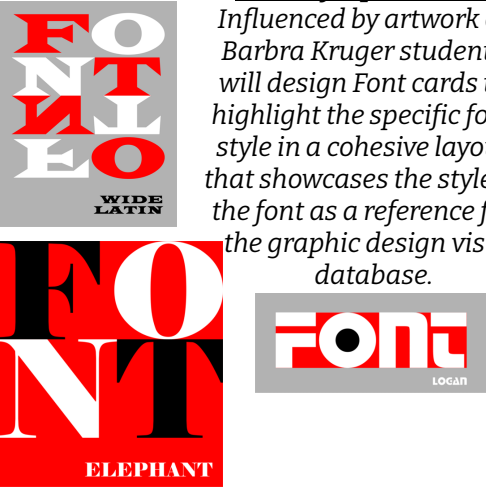


<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
- How do artists and designers find a particular direction that is effective for their work? <u>Compelling Question:</u> - How do artists and designers learn from trial and error? <u>Supporting Questions:</u> - How do designers work? - What is workflow?	- Students will understand the 7 step design process from start to finish of a design. - Students will become familiar with organizing their work flow. - Students will understand the importance of creating a visual journal to categorize their ideas. - Students will analyze other creative designs and compare them to their initial designs. - Students will be able to identify designs that do not meet the needs of the core demographics.  Evil Elsa vs Final Elsa from Disney's Frozen	- Students will identify what makes a design successful or not and revise to create success in design - Students will be able to develop a design idea from start to finish showing the stages of the design process. - Students will begin with a visual journal, and include drafts of their design plans. 	Brand Boards Design process Mood Board revision Design Brief Elements & Principles of Design Layout Composition Workflow Visual journal

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities:</u>	<u>Additional Resources</u>
• Student (self) Feedback Assessment (3-2-1)/(2 stars and a wish) • Padlet TAG (peer Critique) • Rubrics • Critique • Presentation	• Adobe InDesign • Adobe Photoshop • Adobe Illustrator • Adobe Firefly • iPads • Procreate • Wacom Tablets • Digital cameras • Scanner • Canva • Google Slides • Jamboard • Padlet	<u>Design Brief</u> Implementation: Students will receive random generated Design briefs from online sources and create Initial brand boards for companies review, based on their research and the brand information provided from the brief.  <u>Mood Board Dissection-</u> Take an existing company that has history in the advertising world, and dissect the elements of the company to generate a Moodboard for an upcoming ad campaign. Be able to showcase the company's visual presence in the advertising world with your research and visual composition.   <u>Bad to Good Design:</u> Take an existing “bad” advertisement and redesign to fix all the elements that were deemed unsuccessful.	Marsh, Joel. UX for Beginners: A Crash Course in 100 Short Lessons. O'Reilly Media, 2016. Weinschenk, Ph.D., Susan M. 100 Things Every Designer Needs to Know about People. Websites:https://www.liveabout.com/advertising-101-tips-to-get-you-started-3514741 https://docs.google.com/document/d/1k2gcPi3ByRgd2CMB49r_mjbSTCGOoZJlShdiR_KUtOM/edit https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/6-8/media-awareness-II-key-concepts-in-advertising/ https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/6-8/media-awareness-iii-helping-a-product-cross-the-finish-line/ Design Brief Generator: https://goodbrief.io/ https://www.figma.com/resource-library/how-to-create-a-design-brief/ https://www.youtube.com/watch?v=UV8y80Zyrmw

Unit #4: *Advanced Typography* Pacing: 5 Weeks

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes :</u>	<u>Essential Vocabulary</u>
- How does a designer choose the style, design and flow of their type to enhance their design? <u>Compelling Question:</u> - How does type convey feelings and emotions in print design? - How can color change the meaning of their type? <u>Supporting Questions:</u> - Which of the elements and principles of design enhance the type most in a design?	- Students will expand knowledge about different design principles and fonts - Students will seek peer feedback as a formative assessment. - Students will reflect on the efficacy of their design for the viewer.	- Students will grow their basic knowledge of typography into expansive understanding of core design. - Students will establish typography as a key element in every design - Students will be able to identify the use of successful font styles to create visual language.	- Serif - Sans Serif - Script - Slab Serif - Ascender - Baseline - Descender - Median/ X-height - Font spacing - Kerning - Leading - Tracking - Font Case - Uppercase - Lowercase - Small caps - Font style - Pint Size - Font weight - Italics - Windows/ Orphans - Lorem Ipsum

Assessment	Technology Used	Activities:	Additional Resources
- Student (self) Feedback Assessment (3-2-1)/ (2 stars and a wish) - Padlet TAG (peer Critique) - Rubrics - Critique - Presentation	- Adobe InDesign - Adobe Photoshop - Adobe Illustrator - Adobe Firefly - iPads - Procreate - Wacom Tablets - Digital cameras - Scanner - Canva	Font Style postcards: Influenced by artwork of Barbra Kruger students will design Font cards to highlight the specific font style in a cohesive layout that showcases the style of the font as a reference for the graphic design visual database.  Dictionary Illustration: Using pages of Webster's Dictionary utilize the words on the page to illustrate a strong composition, elaborating visually on the words visible.  MOTIVATIONAL POSTERS: Designing inspirational posters utilizing text to create visuals. Students will use the words from famous or inspirational quotes to design a finished poster to be hung and motivate its viewers. This project will morph the use of typography to act as the imagery in the design. 	Website type: https://www.creativeblog.com/typography/better-web-typography-few-simple-steps-5132803 Font Sites: - Open Foundry - The Velvetyne Type Foundry (VTF) - The League of Moveable Type - Collettivo - Lost Type Co-Op - MyFonts—Free Fonts - Font Squirrel - Awwwards Free Font Collection - Adobe Fonts 1001freefonts.com - Google Fonts - Creative Market - Weekly Free Downloads - fontspace.com - Dafont.com

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes (FY)</u>	<u>Essential Vocabulary</u>
• What is the difference between an image and brand? <u>Compelling Question:</u> • Where and how do we encounter images in our world? <u>Supporting Questions:</u> • How do images influence our views of the world?	• Students will understand the different types of logos and their importance to the visual world. • Students will understand how companies utilize branding to make a name for themselves in the industry and how important the designer's role is in that development. • Students will learn about the importance of initial basics of graphics and branding, fundamentals of design, layout and composition, color theory, and typography.	• Students will develop their unique brand. • Students will create logos, color palettes, font style and aesthetic for their brand. • Students will develop their brand into a variety of products to meet the needs of the consumers.	• Brand mark • Word Mark • Letter Mark • Combo Mark • Emblem • Brand • Logo • Mascot • Symbol • Abstract Mark • Color Theory • Hue • Tint • Tine • Shade • Saturation • Palette • Warm colors • Cool colors • Monochromatic • Greyscale • Analogous • Complementary • Triadic • Gradient • Opacity • CMYK • RGB • Pantone

<u>Assessment</u> • Student (self) Feedback Assessment (3-2-1)/ (2 stars and a wish) • Padlet TAG (<i>peer Critique</i>) • <i>Rubrics</i> • <i>Critique</i> • <i>Presentation</i> <u>Activities(continued):</u> <u>Musician Concert Branding:</u> Create original brand development for students musician of choice for an upcoming concert. Including logo development for the concert, concert poster, cd album design, merch, t-shirts, ticket design and backstage passes.	<u>Technology Used</u> • Adobe InDesign • Adobe Photoshop • Adobe Illustrator • Adobe Firefly • iPads • Procreate • Wacom Tablets • Digital cameras • Scanner • Social Media Apps • Canva • Google Slides • Padlet • Jamboard • Google Sites	<u>Activities</u> <u>The Social Media Brand Project:</u>  Design a series of 6 items influenced by a different social media app or platform. Use these social media brands to help design your colors and final design of the product in each of the series. <u>Color Rebranding :</u> By changing the color palette of an already existing brand, develop a new brand board with color being the primary shift in the design. <u>Sports Brand:</u> Students will apply the component steps and skills required to design and produce a team helmet/uniform (jersey) mock- up to promote their sport team's marketing concept. This will start with the design of the teams logo, and gear as well as produce various merchandise products to promote their sport team's marketing concept. 	<u>Additional Resources</u> <u>Brand Design:</u> • https://www.youtube.com/watch?v=16lsAeCeCDc <u>Conceptual Design</u> • https://www.youtube.com/watch?v=16lsAeCeCDc <u>Branding with Color:</u> • https://99designs.com/blog/logo-branding/logo-color-combinations/ • https://www.youtube.com/watch?v=85fPACI33sE <u>Social Media Apps/ App store/ Google play store</u> <u>Mood Boards:</u> • https://www.canva.com/learn/make-a-mood-board/ • https://arounda.agency/blog/how-to-make-a-mood-board-step-by-step-guide • https://milanote.com/guide/create-better-moodboards#:~:text=A%20moodboard%20is%20a%20collection.%22feel%22%20of%20an%20idea.
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<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes (FY)</u>	<u>Essential Vocabulary</u>
• How do knowledge and skills in the arts broaden career opportunities? <u>Compelling Question:</u> • What is innovation and why is it important to the advancement of a society? <u>Supporting Questions:</u> • In what ways do the ideas and creative approaches employed in the arts support innovation in other fields?	• Students will understand the role of photography, retouching and digital imaging in the visual design world. • Students will understand the importance of creating original content for their designs • Students will understand the importance of each person's role in the visual design career hierarchy.	• The student will be able to develop proficiency in using digital cameras. • The student will be able to develop proficiency with using lighting effects. • The student will be able to develop proficiency in Adobe Photoshop and other digital imaging software. • The students will be able to combine their understanding of their new skills in digital photography, lighting effects and Photoshop to create a layout.	• Color • Form • Texture • Illustration • Composite Images • Selection • Masking • Color Correction • Layering • Layer Styles • Cropping • Rule of thirds • Symmetry • Asymmetry • Exposure • Lenses • Lighting • Auto Focus • Manual Focus

<u>Assessment</u> • Student (self) Feedback Assessment (3-2-1)/ (2 stars and a wish) • Padlet TAG (<i>peer Critique</i>) • Rubrics • Critique • Presentation <u>Additional Resources:</u> <u>Mockup files:</u> • https://www.freepik.com/free-photos-vectors/bus-mockup • https://www.freepik.com/search?format=search&query=billboard • https://www.psdmockups.com/tag/bus/ <u>Zine:</u> • https://thecreativeindependent.com/guides/how-to-make-a-zine/ • https://guides.loc.gov/zines	<u>Technology Used:</u> • Adobe Illustrator • Adobe Photoshop • Adobe Illustrator • Adobe Firefly • iPads • Procreate • Wacom Tablets • Digital cameras • Scanner • Padlet • Google Slides • Jamboard 	<u>Activities:</u> <u>All About me Product Photography:</u> Photograph products using professional lighting and photo boxes that are connected to you. Take these images and edit them in photoshop to create professional images that could be utilized in an ad campaign. Create a brand board about you as a designer utilizing the images you have taken and edited. <u>Cereal Advertisement layouts:</u> Create a billboard or bus advertisement to promote a new cereal campaign. Utilize original photos you have taken  and edited to make the finished design. <u>Gorilla Advertising:</u> Using skills learned in photoshop designers will create an original idea for Gorilla advertisements from original photos taken in their surrounding community.  <u>Product Zine:</u> using skills in both inDesign and Photoshop, students will take original product photography and design advertisement layout, producing composite class Zine of everyone's final design.	<u>Additional Resources</u> Product Photography: • https://www.skillshare.com/en/classes/Product-Photography-A-Beginner%E2%80%99s-Guide-to-Props-and-Styling/1896477858 • https://www.skillshare.com/en/classes/Advanced-Lighting-3-Ways-to-Level-Up-Your-Product-Photography/1634878013 • https://www.skillshare.com/en/classes/Product-Photography-A-Beginner%E2%80%99s-Guide-to-Camera-Settings/343286310 • https://www.skillshare.com/en/classes/Food-and-Product-Photography-A-Beginner%E2%80%99s-Guide-to-Color-Theory/1338026678 <u>Retouching:</u> https://www.fotor.com/blog/how-to-retouch-a-photo-in-photoshop/ https://www.youtube.com/watch?v=fMYVhdyppe0 https://www.youtube.com/watch?v=aMDPNqu9pna
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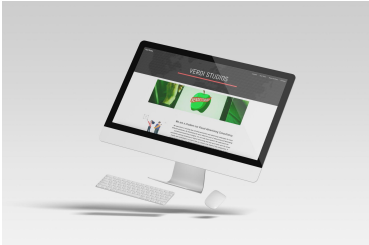
<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
- How can motion be useful for a designer to communicate their artistic voice? <u>Compelling Question:</u> - What is required to produce a media artwork that conveys purpose, meaning, and artistic process, while still creating a quality design? <u>Supporting Questions:</u> - Why do people value objects, artifacts, and artwork, and select them for presentation or preservation?	- Students will understand the role of motion graphics in visual communications - Students will understand the role that animation plays in the media development of images - Students will understand the variety of methods to communicate their messages to their target audiences.	- Students will be able to develop proficiency in Adobe Animate and other motion graphics software. - Students will be able to adapt their understanding of still images and transform them into moving compositions. - Students will investigate the concept of movement in their work to create rhythm, pattern and unity.	Animation Persistence of Vision 2D or “Traditional” Animation 3D or “Computer Animation” Stop-Motion Animation Frame Rate Key Frame Key Pose Inbetweens Twinning

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
● Student (self) Feedback Assessment (3-2-1)/ (2 stars and a wish) ● Padlet TAG (peer Critique) ● Rubrics ● Critique ● Presentation	● Adobe Indesign ● Adobe Photoshop ● Adobe Illustrator ● Adobe Firefly ● iPads ● Procreate ● Wacom Tablets ● Digital cameras ● Scanner ● Wevideo ● Adobe After Effects ● Adobe Animate ● Blender 	<u>Short animated advertisement</u> For this assignment, students will be required to create a short animated advertisement using Adobe Animate. They will need to consider the subject matter of the advertisement, as well as the use of animation, sound, and typography to convey meaning. <u>Elements & Principles Animate:</u> choosing 1 of the E & P words, students will animate a 12 second movie utilizing the word to convey its meaning. https://nfranco00.myportfolio.com/motion-graphics-work <u>Animate a famous quote:</u> Using words as a visual design element, animate a famous quote to create imagery and emotion to convey the quoted message. <u>Design and animate a logo</u> For this assignment, students will be required to design and animate a logo using Adobe Animate or another motion graphics software. They will need to consider the purpose and target audience of the logo, as well as the use of animation, sound, and typography to convey meaning.	<u>After Effect:</u> ● https://helpx.adobe.com/after-effects/using/animation-basics.html ● https://www.youtube.com/watch?v=Ztwm00TPqyI ● https://www.youtube.com/watch?v=3JB5BQfcIQc ● https://www.youtube.com/watch?v=jFbRZZmMW7c ● https://www.youtube.com/watch?v=B2tmgJOHKxQ ● https://www.youtube.com/watch?v=9DhCOQYij5I <u>Procreate:</u> ● https://www.21-draw.com/how-to-animate-on-procreate/ ● https://procreate.com/handbook/procreate/animation/

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes (FY)</u>	<u>Essential Vocabulary</u>
- How does the presentation of artwork affect how the viewer perceives and interacts with the work? <u>Compelling Question:</u> - What criteria and methods are used to select work for presentation or preservation? - How do objects, artifacts and artwork collected, preserved, or presented, cultivate appreciation and understanding? <u>Supporting Questions:</u> - Why do people value objects, artifacts, and artwork, and select them for presentation or preservation? - How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?	- Students will understand how 2-d designs translate into the 3-d world - Students will understand the demand of design in our everyday decisions as consumers - Students will understand the importance of craftsmanship in the success of a product's function.	- Students will discover multiple ways in which designs are implemented and produced post design phase - Students will be able to adapt designs for multiple output options. - Students will work with product output and production using large format printers, 3-D printers, Vinyl machines and Heat presses.	- Output - Weeding - Positive & Negative Space - Pathfinder - File types - burnishing - registar - filament - registration - bleed - Adhesive - Bitmap - Contact paper - HTV - Bling - Gradient - Halftones - Heat press - Heat Transfer - Opacity - Pantone - Parchments Paper - Pressure - Raster - Resolution - Teflon Sheet

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities (FY)</u>	<u>Additional Resources</u>
• Student (self) Feedback Assessment (3-2-1)/ (2 stars and a wish) • Padlet TAG (peer Critique) • Rubrics • Critique • Presentation	• Adobe Indesign • Adobe Photoshop • Adobe Illustrator • Adobe Firefly • Ipads • Procreate • Wacom Tablets • Digital cameras • Scanner • 3-D printer • Industrial Vinyl cutter • Cricut • Heat Press	<u>Product Box Design:</u> Design original box for custom product, create 3-d packaging and use in product photography/ final layout for advertisement in magazine. <u>Name Product Design:</u> Create original product for Name redesign from AD1. Use concepts of Positive and negative to design images. Vinyl production and heat press options as well as 3-d printer construction. <u>Sticker Series (3):</u> Create 3 stickers unified in theme that connect through the design for: • specific company • musician • famous artist • Self • Sports team • College or school • Club or activity in school <u>Wearable Art:</u> utilizing a design you have created previously, design a wearable version of this image. <u>Large Format Classroom Banner Design:</u> Create custom banner designs to accent entrances into each classroom, utilizing concepts of typography and positive and negative design elements.	<u>Packaging Design:</u> • https://www.youtube.com/watch?v=Z3sz7bHs3c0 • https://www.youtube.com/watch?v=D0KK855fNwU • https://www.youtube.com/watch?v=RzWfOxo8Dn4 • https://www.youtube.com/watch?v=y1km_UV_Sn8 <u>HTV:</u> • https://www.youtube.com/watch?v=ohcDgmR1Cew • https://www.youtube.com/watch?v=-S6DzXe5p64 <u>Layering HTV:</u> • https://www.youtube.com/watch?v=I4lbCIGlQtA • https://www.youtube.com/watch?v=FunuI8i5AYI <u>Basic Vinyl:</u> • https://www.youtube.com/watch?v=RJdDBLFFV6o • https://www.youtube.com/watch?v=GIDLx4Is-ro • https://www.youtube.com/watch?v=dy-HwDIhmts

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes (FY)</u>	<u>Essential Vocabulary</u>
• How does collaboration expand the creative process? <u>Compelling Question:</u> • What conditions, attitudes, and behaviors support creative risk taking and innovative thinking? <u>Supporting Questions:</u> • How do knowledge and skills in the arts broaden career opportunities?	• Students will understand the importance of the client in a campaign. • Students will understand the level of professionalism needed for this career. • Students will understand the concept of establishing a digital footprint for their profession.	• Students will create a website based portfolio to showcase their work as a designer. • Students will be able to make connections to programs and lessons learned in class and apply to real world employment skills. • Students will Gain hands-on experience interfacing with clients for design purposes.	• Portfolio • Website • Networking • Header • Body text • Links • Sidebar • Banner • Footer • HTML • Landing Space

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities (FY)</u>	<u>Additional Resources</u>
• Student (self) Feedback Assessment (3-2-1)/ (2 stars and a wish) • Padlet TAG (peer Critique) • Rubrics • Critique • Presentation <u>Website Examples:</u> Nicole Franco Class of 18' https://nfranco00.myportfolio.com/ https://www.nmore.co/ https://blog.hubstaff.com/freelance-graphic-designers-website/ http://www.bigbuzz.com/	• Adobe InDesign • Adobe Photoshop • Adobe Illustrator • Adobe Firefly • Ipads • Procreate • Wacom Tablets • Digital cameras • Scanner • Wevideo • Adobe After Effects • Adobe Animate • Youtube • Twitter • Facebook • Snapchat • Instagram • Vimeo • Animoto • Google Sites • Tik Tok	<u>Design Rescue-</u> provides free graphic design services to Long Island and beyond. (WBL) experience to develop essential employability skills and build strong, positive work history. It helps to build an important network of peers and employers that often connect the dots between job seekers and the right position. <u>Create a portfolio website</u> <i>Create a portfolio website to showcase their design work. Students will need to consider the purpose and target audience of the website, as well as the use of design principles, digital imaging, and motion graphics to effectively showcase their work.</i> <u>PSD Mockup/ Smart Objects:</u> Using PSD software students will experiment and create mockups of their designs to showcase product development, 3-D modeling and professional presentation of final designs. These images generated can be turned into magazine, newspaper, billboard or social media posts, and will be key elements in a designer's portfolio. 	• https://www.youtube.com/watch?v=VLNOpQtBF50 • https://www.youtube.com/watch?v=NnP-SRiOc4o <u>Guest speakers from the industry:</u> Students will have the opportunity to hear from guest speakers who are professionals in the design industry. They will learn about their experiences and insights into the industry, as well as ask questions and network. <u>websites to make portfolios:</u> • <u>Behance</u>. is one of the most popular free design portfolio websites out there • <u>Dribbble</u>. offers creatives in the visual space such as designers, photographers, and illustrators an opportunity to share their work with a huge community of artists. • <u>Portfolio</u> • <u>Coroflot</u> • <u>Portfoliobox</u>

MEDIA ARTS ~ New York State Learning Standards for the Arts

Shared by all ARTS disciplines

Discipline-Specific

Artistic Processes	Anchor Standards	Process Components	Enduring Understandings
Cr Creating Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	GENERATE	1.1 Media arts ideas and works are shaped by the imagination, creative processes, artistic traditions, and experiences.
	2. Organize and develop artistic ideas and work.	DEVELOP	2.1 Media artists plan, organize, and develop creative ideas, plans, and models into structures that can effectively realize artistic ideas.
	3. Refine and complete artistic work.	CONSIDER, RESPECT	2.2 Media artists balance experimentation and freedom with safety and responsibility while developing, creating, and sharing media artworks.
		ASSEMBLE, REFINE	3.1 Media artists intentionally integrate, analyze, and revise elements, principles and processes to improve the clarity, communication, and purpose of the media artwork.
Pr Producing Realizing and presenting artistic ideas and work.	4. Select, analyze, and interpret artistic work for presentation.	SYNTHESIZE	4.1 Media artists integrate various forms and contents to present or share complex, unified media artworks.
	5. Develop and refine artistic techniques and work for presentation.	ADAPT, PRESENT	5.1 The reciprocal nature of creation and presentation of media artworks demands a wide range of skills and abilities to creatively solve problems and refine media artworks. Media artists require a range of skills and abilities to effectively present media artworks.
	6. Convey meaning through the presentation of artistic work.	SHARE, CURATE	6.1 Media artwork is made to be shared. Media artists purposefully present and distribute media artworks for various contexts.
Re Responding Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze artistic work.	PERCEIVE, RELATE	7.1 Identifying the qualities and characteristics of media artworks improves artistic appreciation and production.
	8. Interpret meaning in artistic work.	ANALYZE	7.2 Media artworks communicate and influence audience experiences.
		INTERPRET	8.1 Interpretation and appreciation require consideration of the intent, form, and context of media artwork.
Cn Connecting Relating artistic ideas and work with personal meaning and external context.	9. Apply criteria to evaluate artistic work.	EVALUATE	9.1 Skillful evaluation and critique are essential components of experiencing, appreciating, and producing media artwork.
	10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	RESEARCH	10.1 Media artwork synthesize personal experiences to create meaning.
	11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	RELATE	11.1 Media artworks and ideas are better understood and produced by relating them to their purposes, values, cultures, and various contexts.
		INNOVATE	11.2 Generating and solving artistic problems prepares people to navigate unforeseen challenges and to contribute to solutions within a society or culture.

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New York State Learning Standards for the Arts

Shared by all ARTS disciplines

Artistic Processes

Anchor Standards

Cr Creating

Conceiving and developing new artistic ideas and work.

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Pr

Performing

Music • Dance • Theater

Realizing artistic ideas and work through interpretation and presentation.

Presenting

Visual Arts

Interpreting and sharing artistic work.

Producing

Media Arts

Realizing and presenting artistic ideas and work.

4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Re Responding

Understanding and evaluating how the arts convey meaning.

7. Perceive and analyze artistic work.
8. Interpret meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Cn Connecting

Relating artistic ideas and work with personal meaning and external context.

10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

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Sample Assessments:

Long Island Scholar Artist – GRAPHIC ARTS PORTFOLIO RUBRIC

This rubric is intended to holistically assess the 10 piece Media Arts-Graphic Arts portfolio

CRITERIA	2 points	4 points	6 points	8 points	10 points	Pts	Comments
Communicative Properties	Neither clear nor insightful.	Not very clear and/or insightful.	Somewhat clear and insightful.	Generally clear and insightful.	Exceptionally clear and insightful.		
Variety of Media Used	Limited range of media demonstrated.	Engagement with a superficial range of media.	Engagement with a reasonable range of media.	Engagement with a broad range of media.	Superior engagement with a broad range of media.		
Use of Materials & Tools	Demonstrates a weak use of tools / media.	Materials & tools are used in an inconsistent manner.	Shows some degree of success with materials and tools.	Successfully engages with most materials / tools.	Superior use of materials / tools.		
Composition: Use of Elements & Principles of Art	Is composed in a weak manner with little awareness of the Elements & Principles of Art.	Shows an emerging awareness of the Elements & Principles of Art.	Demonstrates a good understanding of the Elements & Principles of Art.	Demonstrates a strong grasp of the Elements & Principles of Art, using them to express a visual idea.	Shows an organized, purposeful composition through the use of the Elements & Principles of Art.		
Level of Conceptual Ideas	Solves problems simplistically. Shows limited artistic decision-making.	More accomplished technically than conceptually.	Shows some manipulation of ideas.	Shows evidence of creative thinking, i.e., it conveys a sense that it is about something.	Addresses complex visual and/or conceptual ideas. Shows evidence of risk-taking.		
Risk Taking	No risk taking demonstrated.	Narrow range of risk taking demonstrated.	Moderate range of risk taking demonstrated.	High range of risk taking demonstrated.	Superior range of risk taking demonstrated.		

Name _____ School District _____

TOTAL SCORE:

January 2010

Long Island Scholar Artist – VISUAL ARTS PORTFOLIO RUBRIC

This rubric is intended to wholistically assess the 10 piece Visual Arts portfolio

CRITERIA	2 points	4 points	6 points	8 points	10 points	COMMENTS	SCORE
Technique / Observational Drawing Skill / Use of Value	Shows weak or awkward technique / lack of skills.	Shows uneven technique with little or no sense of purpose / skill	Shows some technical aspects / skills that are handled well	Successfully engages with most aspects of technique and skills.	Overall, technique / use of skills are superior.		
Variety of Media Used	Limited range of media demonstrated.	Engagement with a superficial range of media.	Engagement with a reasonable range of media.	Engagement with a broad range of media.	Superior engagement with a broad range of media.		
Use of Materials & Tools	Demonstrates a weak use of tools / media.	Materials & tools are used in an inconsistent manner.	Shows some degree of success with materials and tools.	Successfully engages with many materials & tools.	Superior use of materials & tools.		
Composition: Use of Elements & Principles of Art	Is composed in a weak manner with little awareness of the Elements & Principles of Art.	Shows an emerging awareness of the Elements & Principles of Art.	Demonstrates a good understanding of the Elements & Principles of Art.	Demonstrates a strong grasp of the Elements & Principles of Art, using them to express a visual idea.	Shows an organized, purposeful composition through the use of the Elements & Principles of Art.		
Level of Conceptual Ideas	Solves problems simplistically. Shows limited artistic ' decision-making.	Shows an emerging sense of conceptual ideas.	Shows some manipulation of ideas.	Shows evidence of creative thinking, i.e., it conveys a sense that it is about something.	Addresses complex visual and/or conceptual ideas. Shows evidence of risk-taking.		
Risk Taking	No risk taking demonstrated.	Narrow range of risk taking demonstrated.	Moderate range of risk taking demonstrated.	High range of risk taking demonstrated.	Superior range of risk taking demonstrated.		

Name _____ School District _____

TOTAL SCORE:

October 2010

MEDIA RUBRIC

NAME _____

PROJECT: _____

FINAL GRADE: _____

CATEGORY	HIGHLY EFFECTIVE (20-18)	EFFECTIVE (17-15)	DEVELOPING (15-10)	INEFFECTIVE (10-0)	
COMPOSITION AND DESIGN (ARE YOU USING THE ELEMENTS OF ART AND PRINCIPLES OF DESIGN SUCCESSFULLY?)	Student is highly effective in creating a dynamic composition using the principles of design and the elements of art.	Student is effective in creating a dynamic composition using the principles of design and the elements of art.	Student is developing in creating a dynamic composition using the principles of design and the elements of art.	Student is ineffective in creating a dynamic composition using the principles of design and the elements of art.	COMPOSITION AND DESIGN _____
ORIGINALITY AND CREATIVITY (DID YOU EXPERIMENT WITH DIFFERENT WAYS TO COMPLETE THE PROJECT? IS YOUR IMAGE UNIQUE IN ITS DESIGN?)	Student is highly effective in creating a piece that clearly shows their creativity and willingness to experiment with materials.	Student is effective in creating a piece that clearly shows their creativity and willingness to experiment with materials.	Student is developing in creating a piece that clearly shows their creativity and willingness to experiment with materials.	Student is ineffective in creating a piece that clearly shows their creativity and willingness to experiment with materials.	ORIGINALITY & CREATIVITY _____
USE OF PROGRAM (YOUR KNOWLEDGE AND UNDERSTANDING OF THE PROGRAMS-DID YOU USE TOOLS SUCCESSFULLY?)	Student is highly effective in using given materials/ tools.	Student is effective in using given materials/ tools.	Student is developing in using given materials/tools.	Student is ineffective in using given materials/tools.	USE OF PROGRAM _____
UNDERSTANDING OF GOAL/EFFORT (DID YOU MEET THE GOALS OF THIS UNIT? DID YOU SPEND TIME ON YOUR PROJECT?)	Student is highly effective in communicating the goal of the project. Student is using time in classroom efficiently. File is labeled correctly. Self Evaluation sheet is complete.	Student is effective in communicating the goal of the project. Student is using time in classroom well. File is labeled correctly. Self Evaluation sheet is partially complete.	Student is developing in communicating the goal of the project. Student is seldom in using time efficiently in classroom. File is not labeled correctly. Self Evaluation sheet is not complete.	Student is ineffective in communicating the goal of the project. Student does not use time in classroom efficiently. File is not labeled correctly. Self Evaluation sheet is not handed in.	GOAL/EFFORT _____
DEADLINE	Student has met the deadline of this project.	Student was late in handing in this project.	Student was late in handing their project (1 week)	Student has yet to hand in project.	DEADLINE _____

Key Vocabulary Definitions:

- **COLOR:** hue, tint, tone, shade, saturation, monochromatic, analogous, complementary, triadic, opacity, CMYK, RGB
- **DESIGN:** composition, balance, proximity, alignment, repetition, contrast, white space, hierarchy
- **IMAGE FILE FORMATS:** An image file format is a standardized way to encode art, graphics and photos digitally. Commonly used image file formats: AI, EPS, PDF, GIF, JPEG, PNG, PSD, TIFF
- **LOGO TYPES:** abstract mark, emblem, lettermark, pictorial mark, mascot, wordmark. All logos are built out of typography, shapes and/or images, and typically fit into one of these standard logo types. Each will give your brand or business a different feel. These six types can also be combined with one another to create even more unique logos.
- **OUTPUT:** the post design stage of the design process. Once something has been designed the avenue it takes to be consumed or viewed by the public for interaction is its output. This can be seen in product development, mockups, packaging design, website, interactive elements etc.
- **PHOTOGRAPHY & ARTWORK:** resolution, DPI, PPI, bleed, trim, pixels, crop, stock photo
- **TYPOGRAPHY:** serif, sans serif, script, ascender, baseline, descender, kerning, leading, tracking, weight
- **WEBSITE ELEMENTS:** header, navigation bar, breadcrumb trail, landing page, HTML, user interface, wireframe

COLOR

Analogous- Colors that are adjacent to one another on the color wheel (i.e. red violet, red and red orange) are analogous.

CMYK- CMYK is a 4-color printing process made up of cyan, magenta, yellow and key (black). CMYK colors in print will never appear as vibrant as RGB colors on screen because CMYK creates color by adding color together (making images darker) while RGB colors come from light.

Complementary- Complementary colors are opposites on the color wheel. This relationship will produce visual tension and “shock.”

Color Theory- The study of how colors make people feel and their effects on a design is known as color theory. Color theory is used to explore the best types of colors to work in different design instances—for example, choosing a pastel scheme for a website that needs to feel soft, or picking red and yellow for a magazine ad that needs to evoke energy.

Hue, Tint, Tone and Shade- Hue is pure color. Tint is a hue with white added. Tone is a hue with gray added. Shade is a hue with black added.

Gradient- Gradient is a gradual change from one color to another. (For example, blue transitioning gradually to green).

Grayscale- A monochromatic color palette based on gray is called grayscale.

Monochromatic- A monochromatic color palette uses one single color.

Palette- A palette is the range of colors used in a design. These are colors that work well together and are often aesthetically pleasing. Designers will define a palette for a project to create consistency and evoke a specific feeling.

Pantone- Developed by Pantone Corporation, a professional color company, Pantone is the most widely used, proprietary color system for blending colors. The system includes colors that cannot be mixed in CMYK.

RGB- RGB stands for red, green and blue, the three colors of light typically used to display images on a digital screen.

Opacity- Opacity is synonymous with non-transparency. The more transparent an image, the lower its opacity.

Triadic- Triadic colors are three colors evenly spaced on the color wheel. One color dominates, the second supports, and the third accents.

Saturation- Saturation is defined by the intensity of color.

Warm and Cool Colors- Warm colors can be found on one half of the color wheel (reds, oranges, yellows and pinks). Cool colors occupy the other half (blues, greens and purples).

DESIGN

Alignment- Alignment is the position of text or graphics, whether left, right, centered or fully justified.

Balance- In design, balance involves the placement of elements on the page so that the text and graphic elements are evenly distributed. There are three ways to achieve balance: symmetrically, asymmetrically and radially.

- **Symmetrical-** Symmetry is achieved when all design elements are equal on both sides of a central line
- **Asymmetrical-** When graphics and text are not equal on both sides of a central line, a design is said to be asymmetrical. In the example above, there is still balance, but there are graphics on one side and text on the other
- **Radial-** A design in which elements radiate from a central point, creating balance.

Brand Boards- a short and easy-to-read document that includes all the visual elements of a brand. It usually includes variations of a logo, brand colors, typography, and graphic elements such as textures, patterns, and styled imagery.

Color Correcting- is the process of editing an image to neutralize and correct any differences in how the human eye sees things. In digital editing, you'll be making the image look, feel and appear how we saw it in its natural form with a few easy adjustments.

Components- These are the images and fonts we use to compose the layout of a design.

Composite Image- an image made from the combination of a variety of pictures. Using layers, the photographs are combined to merge into a single image that appears to the viewer to be whole. There is an important difference between a collage and a composite image.

Composition and Layout- Composition is the arrangement of design elements that form a whole image. A successful composition attracts the viewer and guides their eye across the design. In visual art, you might hear this referred to as “form.” In graphic design, it’s often called layout. Composition is made up of a number of different visual design elements, including balance, proximity, alignment, repetition, contrast and white space.

Concept- This is the style of the idea or message communicated by the arrangement of the components.

Content- the combination of text (headlines and body copy) and multimedia elements (images, video, etc.). Content is the building block of the design and is what the design derives its messaging and meaning from.

Contrast- Contrast is achieved by including elements within the design that look measurably different from one another. A designer may use color, shape, texture, size or typeface to create contrast.

Crop- A designer can cut out or crop unnecessary parts of an image to improve framing, highlight a specific subject or alter the image's aspect ratio.

Design Brief- is a document that defines the core details of your upcoming design project, including its goals, scope, and strategy. It needs to define what you, as a designer, need to do, and within what constraints.

Design Process- an approach for breaking down a large project into manageable chunks to solve a variety of problems.

Emphasis- The part of the design that catches the viewer's attention. Usually the artist will make one area stand out by contrasting it with other areas. The area could be different in size, color, texture, shape, etc.

Elements of Design- Design elements are the basic units of any visual design which form its structure and convey visual messages. The elements of design are line, shape, form, space, texture, tone (or value) and color, "These elements are the materials from which all designs are built."

Form- Forms are three dimensional, and there are two types: geometric (man-made) and natural (organic). A digital or physical form can be measured by height, width, and depth. A form can be created by combining shapes, and it can be enhanced by color or texture.

Grid- A grid is a series of intersecting vertical, horizontal, angular or curved lines used to organize graphic elements on a page, as well as in relation to one another.

Hierarchy- In design, hierarchy is the organization of elements by level of importance. Newspapers, magazine spreads and movie posters are good examples of the use of design hierarchy. Headlines (also called display type) are usually placed at the top, while subheads and body copy fall underneath.

Illustration- a decoration, interpretation, or visual explanation of a text, concept, or process, designed for integration in print and digitally published media, such as posters, flyers, magazines, books, teaching materials, animations, video games and films.

Layers- are like stacked, transparent sheets of glass on which you can paint images. You can see through the transparent areas of a layer to the layers below. You can work on each layer independently, experimenting to create the effect you want. Each layer remains independent until you combine (merge) the layers.

Layer Styles- Layer styles let you quickly apply effects to an entire layer.

Masking- (Layer masking) is a nondestructive way to hide parts of an image or layer without erasing them.

Mood Board- physical or digital collages that arrange images, materials, text, and other design elements into a format that's representative of the final design's style.

Mock-up- A mock-up is a real or digital model used to test early design ideas and see how they could look in the real world.

Negative Space- white space, as it's often called – is the area of the layout that is left empty. It may be not only around the objects you place in the layout but also between and inside them. Negative space is a kind of breathing room for all the objects on the page or screen. Not only does it define the limits of objects but it also creates the necessary bonds between them according to **Gestalt principles** and builds up effective visual performance. Due to that, white space is a rightful design element that has a big impact on positive user experience. Negative space in graphic design is often seen in logos, on illustrations, posters and creative lettering where it becomes an active part of the visual presentation making key objects even more expressive.

Pathfinder- allows you to quickly manipulate different shapes and strokes to create other, more complex shapes and combine them without having to redraw. You can easily combine several shapes.

Pattern- Is a design that repeats and can be found anywhere. They can be made by repeating shape, line, or color. Patterns can be simple like a checkerboard or complex like the branches of a tree. In art, pattern is used in organizing and decorating designs.

Positive Space- is a term used to refer to the areas of interest and focus in a piece of artwork. Positive space is often the subject of a work of art such as a person, landscape, or object. Even in abstract art work where there may not be a singular subject, shapes and patterns can become positive space.

Principles of Design- The principles of design are a set of rules that designers can follow when creating a composition to create visually pleasing work. The purpose of these rules is to deliver a message in the most organized and functional way.

Proximity- The way in which design elements are grouped or spaced on a page is called proximity. Great design groups like elements together.

Repetition- To maintain a unified look, designers repeat elements throughout a design.

Revision- constitutes a change or variation to an initially presented—or in-progress—design concept, and is typically a change of less than 1/4 of the design. A revision is simply meant to be a slight modification or course correction to progress toward the final design.

Rule of thirds- The rule of thirds is a technique that designers use to determine focal point. Using a grid of three rows and columns, focal points are indicated where the lines converge. Designers use this as a guide to determine where to place important elements in their design.

Scale- Scale is the size of an object in relation to another object (not that thing in your bathroom that you curse at each morning). Scale can be used to create interest and grab a viewer's attention.

Selection- is an area of a photo that you define. When you create a selection, the area is editable.

Texture- the way a surface feels, or the way it's perceived to feel. It has the power to attract or detract a viewer's eyes, and can be applied to lines, shapes, and forms. There are two types of texture: tactile and visual.

Thumbnail sketch- When conceptualizing, a designer will often create small, rough drawings—thumbnail sketches—to explore many ideas.

Visual Journal- is just like a traditional journal, but instead of written entries, it contains drawings, sketches, hand lettering, doodles, or even clippings of photographs and magazine cutouts. It's a collection of your feelings, thoughts, and ideas in visual form pertaining to your prompts.

White space- Sometimes called negative space—is the part of the design that is unmarked by imagery or text.

Workflow- is a document that defines the core details of your upcoming design project, including its goals, scope, and strategy. It needs to define what you, as a designer, need to do, and within what constraints.

IMAGE FILE FORMAT

Raster Graphics- Raster graphics are composed of pixels on a grid, where each pixel is assigned a color value. They are good for assigning special effects, color correction and manipulating photos. They are resolution-dependent, which means that images cannot be enlarged without degrading their quality.

- **GIF-** GIF or Graphics Interchange Format is a raster file format that supports animation and transparency. GIFs can only display up to 256 colors, allowing for very small file sizes. (PS: It's pronounced, "JIF" as opposed to the widely-accepted pronunciation, "GIF," according to GIF creator, Steve Wilhite.)
- **JPEG-** Joint Photographic Experts Group is also known as JPEG, the most widely used raster file type for web-based designs. JPEGs are compressed files that load quickly. You'll typically see them used for emails, banner ads, online photos, and pretty much anything else online. Unlike GIFs, they cannot have a transparent background (a white background will be added automatically).
- **PNG-** PNG stands for Portable Network Graphics, a web-based format that does not lose quality when compressed. PNG files were created to improve on the quality of GIF files.
- **PSD-** PSD or Photoshop Document is the native file format of Adobe's most recognized software, Photoshop. It's compatible with editing because it supports multiple image layers. The graphics data in PSD images are usually rich, which is another plus point for photo editing.
- **TIFF-** TIFF stands for Tagged Image File Format, a common format for exchanging raster images between applications. TIFF produces a higher quality image than a JPEG or PNG, and is widely used among publishing industries and photographers. Don't confuse it with a "tiff" or a "rift," which happens when you send your designer eight rounds of revisions
- **Bitmap-** A bitmap is (also called "raster") graphic is created from rows of different colored pixels that together form an image. In their simplest form, bitmaps have only two colors, with each pixel being either black or white

Vector graphics- Vector graphics are small graphics that use math to display images. They can be enlarged without losing quality and are essential for cross-platform designs (i.e. billboards, business cards, etc.).

- **AI-** AI stands for Adobe Illustrator document. This is a file format developed by Adobe Systems to represent single-page vector designs.
- **EPS-** EPS stands for Encapsulated Postscript. This is a resizable file format that is commonly used for vector designs. Due to its high quality, it's commonly used with print elements such as logos, business cards or brochures.
- **PDF-** A PDF is a Portable Document Format developed by Adobe that can be universally downloaded and viewed by any computer. PDFs are most suitable for sharing previews of work and are universally viewable.

LOGO TYPES

2D or “Traditional” Animation- When an animation is created using a series of drawings in a two dimensional (e.g. “flat”) environment.

3D or “Computer Animation”- When an animation is created in a computer using software that allows for objects to be animated in a 3D environment where the camera can be moved around the environment in the X, Y, and/or Z Axis.

Abstract mark- An abstract mark is a logo that uses the emotive qualities of color and form to convey your brand. Instead of being a recognizable image like an apple or a chicken, abstract marks use shapes to represent your business.

Animation- A simulation of movement or the perception of motion created by the rapid display of a series of still images.

Brand- a product, service or concept that is publicly distinguished from other products, services or concepts so that it can be easily communicated and usually marketed. Branding is the process of creating and disseminating the brand name, its qualities and personality.

Brandmark- a symbol, mark, or image representing a brand that helps instantly identify a specific company. brand marks visually convey your company's feeling, message, or meaning to audiences by stripping away letters, words, and all text from a logo.

Combomark- **Logotype + Logomark = Combination Mark.** A combination mark is simply logotype and logomark combined into one logo. Text and image or icons are combined to enhance the branding message and helps clarify what a business is all about. There are however integrated and stand alone combination marks. For example, the Starbucks logo has text with the graphic integrated, whereas the AT&T logo has the icon separate from the text.

Emblem- Emblem logos use frames and shapes to enclose the company or organization name. Think badges, seals and crests.

Frame Rate-The speed at which frames progress in an animation. Measures usually as frames per second (fps). – In animation for film the typical frame rate is 24 frames per second. Since most traditional animation is typically done on “twos” (e.g. each drawing is shown for TWO frames) a typical second of animation will consist of 12 unique drawings.

Mascot- Mascot logos rely on a character or brand spokesperson to represent a business. Famous mascots include Colonel Sanders, the Kool-Aid Man and Mr. Peanut.

Inbetweens-An in between basically fills in what is happening between the breakdowns for pose A and pose B.

Key Frame-A frame in a timeline at which a change will occur.

Key Pose- Main action or drawing that is set on a key frame.

Lettermark- Lettermark logos feature one or more stylized letters (for example, a company's initials) to identify the brand. Famous lettermark logos include those for IBM, CNN, HP and HBO.

Logo- used to enhance brand identity and is an image or symbol used to represent a company.

Pictorial mark or symbol- Pictorial marks and symbols are non-abstract, visual icons that represent your company name or service. You can see this with the Apple logo, the Twitter bird and the Target bullseye.

Motion Graphics:

Persistence of Vision- Refers to the way our eyes retain images for a split second longer than they actually appear, making a series of quick flashes appear as one continuous picture.

Stop-Motion Animation- Animation where a model is moved incrementally and photographed one frame at a time. **NOTE: Sometimes this is also referred to as “claymation”. However, claymation is in fact a trademarked term and does not apply to the genre as a whole.**

Thumbnails- A thumbnail is a very small image or sketch used as a reference or a placeholder for a final image.

Twinning- When a character or object that is symmetrical moves with both sides in sync and in unison. This “mirrored” appearance typically appears unnatural and incorrect

Wordmark- A wordmark relies on custom typographic treatment of text to illustrate a brand. Think VISA, Google or Coca-Cola.

OUTPUT

Adhesive- Component used in the manufacturing of screen printed heat transfers that provides additional durability and versatility.

Bleed- In the print design world, bleed is printing that goes beyond the edge of where the sheet will be trimmed. Graphic designers and printers use a standard .125" bleed on all printed pieces

Bling- Vinyl material with a textured glitter appearance used for pre-spaced names and numbers.

Burnishing- polish by rubbing.

Contact Paper- Can be used as a cover sheet to protect the garment during application.

Filament- A fine or slender thread, wire, or fiber.

Heat Press- Industrial grade machine used in the application of heat transfer products.

Heat Transfer- Graphic image which can be applied to a substrate through the use of a heat press.

HTV- Heat transfer vinyl, or HTV for short, is a speciality polyurethane with a heat-activated adhesive (typically polyester-based) that can be used on certain fabrics and materials to apply designs to promotional products, textiles and apparel, such as T-shirts.

Pantone- A standardized set of colors that can be used across multiple platforms for a consistent and reliable end result.

Parchments Paper- - Can be used as a cover sheet to protect the garment during application.

Peel- The manner in which you will remove the transfer after application, either while the transfer is still hot, warm, or has become cold to the touch.

Pressure- The amount of force required to apply a heat transfer, measured in PSI or pounds per square inch.

Register- on a product means that it's a registered trademark, meaning the brand name or logo is protected by (officially registered in) the US Patent and Trademark Office, while plain old TM trademarks have no legal backing. Protections for registered trademarks last for 10 years and can be renewed after that.

Registrations- are placed on the printing plates to position the paper correctly for printing. They are indispensable, particularly for works produced through multiple printing. The quality of the work will depend greatly on the accuracy of these marks.

Teflon Sheet- A cover sheet made with a heat resistant Teflon coating. Teflon is not recommended when applying screen printed heat transfers as it can reduce the application temperature as much as 10-20 degrees.

Weeding- The process of removing excess vinyl.

PHOTOGRAPHY & ARTWORK

Auto Focus- is a focusing system found in modern cameras which can automatically control the optics in a lens to bring a subject into focus.

Bleed- When a design actually extends past its printed edge so there's no chance of white borders when it's trimmed down after printing.

DPI- DPI stands for "dots per inch," which is a measure of a printer's quality. For high-quality printing, 300 dpi is recommended. For example, a 300dpi image at 1200×1800 pixels will become a 4×6 inch print.

Exposure- is the amount of light which reaches your camera sensor or film. It is a crucial part of how bright or dark your image will be.

Lens- is what focuses light from what you see through the viewfinder into a tiny, (typically) 35mm spot on the back of your film, DSLR, or mirrorless camera.

Lighting- to how the light source, natural or artificial and how the position of light source relates to your subject. The position and quality of light can affect any number of things in your final image, from clarity to tone to emotion and so much more.

Manual Focus- is when the photographer controls their lens' focus by hand, usually turning a focus ring on the lens.

Pixels- Pixels are square-shaped dots that make a digital raster image. The more pixels an image has, the higher its resolution.

PPI- PPI stands for “pixels per inch,” which is a measure of pixel density used by electronic image devices. You’ll likely see this used with scanners, cameras, TVs or monitors. Learn more about the difference between DPI and PPI.

Resolution- The detail of an image based on the number of pixels is known as resolution. An image looks clearer when it has a higher resolution.

Stock Photo/Art- Stock photos and art are licensed images created by a third party. Using stock images saves on the cost of having a professional photo shoot.

Trim- Trim size is the final size of a printed piece after it has been trimmed from its page. Trimming is executed along crop marks that show where to cut.

TYPOGRAPHY

Components of type- All fonts are made of the same basic components.

- **Ascender-** An ascender is the part of a lowercase letter that rises above the main body of the letter. Think “b” or “h.”
- **Baseline-** All font characters sit on the baseline, the lowest point of all uppercase letters and most lowercase letters.

- **Descender-** A descender is the part of a lowercase letter that descends below the main body of the letter. Think “g” or “p.”
- **Median/x-height-** The median or x-height is where most lower-case letters should reach their maximum height. It is set from the height of the x in a font.
- **Font spacing-** The vertical and horizontal spacing of a font is often altered to change its appearance.

Font case- Typically, characters are available in two forms.

- **Uppercase-** The large, capital letters of a typeface are uppercase. They’re also used to accidentally YELL WHEN TEXTING.
- **Lowercase-** Lowercase refers to the small letters of a typeface.
- **Small caps-** Small caps—or small capitals—are uppercase characters that are the same height as lowercase letters. They are used to prevent capitalized words from appearing too large on the page. Want an example? Open just about any book and look at the opening words of a chapter.

Font types- Most fonts fall into one of four different font types.

- **Serif-** Serifs are the small lines and hooks at the end of the strokes in some letters.
- **Sans serif-** Sans means “without.” A sans serif font has no serifs.
- **Script-** Script typefaces use a flowing, cursive stroke.
- **Slab serif-** Slab serif is distinguished by thick, block-like serifs.

Font style- Beyond spacing and case, fonts can also be altered by scale, weight and style.

- **Point size-** Point size is the size of text. There are approximately 72 (72.272) points in one inch.
- **Font weight-** Font weight specifies the boldness of a font.
- **Italics-** When characters slope to the right, they’re in italics, a visual technique used to draw attention to specific words or sentences within a paragraph.

Kerning- Kerning is the adjustment of space between pairs of letters in the same word. Certain pairs of letters create awkward spaces, and kerning adds or subtracts space between them to create more visually appealing and readable text.

Leading- Pronounced “leding,” leading (also known as line-height) is the space between two lines of text.

Lorem Ipsum- Lorem ipsum (also known as dummy text) is used as a placeholder that will be swapped out later with actual copy. The Lorem ipsum text comes from “The Extremes of Good and Evil,” written by Cicero in 45 BCE.

Tracking- Not to be confused with kerning, tracking is the adjustment of space for groups of letters and entire blocks of text. Tracking affects every character in the selected text and is used to change its overall appearance.

Widows & Orphans- Widows and orphans make designers very sad. That’s because they are poor, lonely words at the beginning or end of a paragraph left dangling at the top or bottom of a column and separated from the rest of the paragraph.

WEB & DIGITAL

Banner- Typically located at the top of a page or in a sidebar, banners are advertisements that link to other websites.

Body Text- Body text is the main written content of a page.

Breadcrumb Trail- Breadcrumbs are navigation elements that generally appear near the top of a page to show users the section hierarchy of the current page.

Header- Design elements repeated at the top of every page are called a header.

HTML- HTML stands for HyperText Markup Language. This is the standard coding language for websites that creates all of the fonts, colors, graphics and links you see online.

Footer- Design elements repeated at the bottom of every page is called a footer.

Landing Page- A landing page is a single page that appears in response to search engine result. Landing pages are used for lead generation.

Landing Space- is a standalone web page, created specifically for a marketing or advertising campaign. It's where a visitor "lands" after they click on a link in an email, or ads from Google, Bing, YouTube, Facebook, Instagram, Twitter, or similar places on the web.

Links- Any word or an image can be a link that can take users to another page.

Portfolio- a collection of your work that shows us your design ideas including fashion-focused creative skills, art-making skills or building concepts.

Navigation & Navigation Bar- Navigation is a roadmap to the most important parts of a website and should be visually consistent across all pages. A navigation bar is a set of links repeated on each page that often includes links to pages like "About us", "Products," "Contact us" and "Testimonials."

Networking- is the exchange of information and ideas among people with a common profession or special interest, usually in an informal social setting. Networking often begins with a single point of common ground. Professionals use networking to expand their circles of acquaintances, find out about job opportunities in their fields, and increase their awareness of news and trends in their fields or the greater world.

Sidebar- A sidebar is the left or right hand column of a page typically used for either vertical navigation links or advertising. It may also contain site search, subscription links (RSS, newsletters, etc.) or social network buttons.

User interface (UI)- User interface is the design of applications for computers, mobile devices and other devices to maximize their usability and the user experience.

Wireframe- Basic images that display the essential functions of a website are known as wireframes. Designers use wireframes to show how a page or site works.

Website design- digital platform that focuses on aesthetic factors like layout, user interface and other visual imagery in order to make the website more visually appealing and easy to use. Web design makes use of various programs and tools in order to achieve the intended look, such as Dreamweaver, Photoshop and many others. In order to create a winning design, Web designers need to think about their audience, the purpose of the website and the visual appeal of the design.

Web page elements-Most web page designs include a combination of these elements:

Suggested Field Trips:

Museums: The importance of museums for students lies in the fact that it helps to enrich their learning in various fields, gain experiences in a new environment, and provide a unique setting for educators to teach students a wide range of topics while allowing students to understand the historical and cultural connections they are viewing.

Museums to visit but not limited to: Metropolitan Museum of Art, Museum of the Moving Image, Heckscher Museum, Guggenheim Museum, Nassau County Museum

Galleries: are a mentally engaging place to develop your visual imagination; the more art you see, the more you want to experiment with your own art. Visiting art galleries allows students to view what current artists are working on. Also they can visit galleries where artists have been curated to curate aesthetics, by pairing contemporary artists and viewing students in group shows.

Production Companies: students will tour a variety of production companies to view the important aspects to the success of any agency. Students will talk to industry professionals as they're working on creating, designing, and producing designs for production, printing and media.

Types of productions companies can include but are not limited to:

- Advertising Agencies: A traditional ad agency or digital agency provides advertising, media, marketing communications, public relations (PR), event organization, and other services to help businesses and organizations raise awareness, sell products and services, and create dynamic brands.
- Graphic Design Companies: agencies create visual communication materials for their clients such as logos, marketing materials and advertising. They work with their clients to identify business objectives, create strategies and implement them with a range of design, advertising, branding and marketing projects.
- Post Production Companies: part of the process of filmmaking, video production, audio production, and photography. Post-production includes all stages of production occurring after principal photography or recording individual program segments.
- Photography Studios: is a workspace specifically designed and built for the purpose of taking photographs can be run as a company where clients come in, or studio space can be rented out.
- Printing House: commercial company chiefly devoted to printing and working with clients.