

Murrieta Valley Unified School District
High School Course Outline
August 2005

Department: Visual and Performing Arts

Course Title: Graphic Design I

Course Number: 6040

Grade Level: 9-12

Length of Course: Year

Prerequisite(s): None – (Art I and Computer Skills recommended)

UC/CSU (A-G) Requirements: F (Pending UC Approval)

Brief Course Description: This course provides experience in beginning to intermediate computer graphic art concepts, skills and techniques. Emphasis will be on the development of ideas and practice of design for the purpose of generating visual communications for advertising art. Students will gain the knowledge in creative expressions, artistic perception, and aesthetic valuing. Professional software such as Adobe Photoshop is explored through demonstration and studio practice. Graphics vocabulary, computer terminology and historical appreciation are also emphasized.

I. Goals:

The student will:

- A. Acquire the language of graphic arts through vocabulary and practice. (1.0, 1.1, 1.2 1.4, 4.5)
- B. Discuss, analyze and apply the elements and principles of design to visual communication. (1.1, 1.2, 1.4, 2.1)
- C. Research and analyze the work of graphic artists an illustrators and write about the artist's style and technique and how it influences the meaning of the work. (1.3)
- D. Compare and contrast electronic media with art done using traditional visual arts material. (1.6)
- E. Acquire technical skills and demonstrate creative expression using computer software necessary to communicate their ideas in this medium. (2.0, 2.3, 2.4, 2.5)
- F. Prepare a portfolio of 2 and 3 dimensional artwork showing refined craftsmanship and technical skills in digital imagery. (2.2, 4.4)

- G. Identify and describe the influence of historical and cultural contributions of graphic design and examine how new technology has affected contemporary works of art. (3.0, 3.1, 3.2, 3.3, 3.4)
- H. Analyze and derive meaning from works of art based on social, economic, and political context. (4.0, 4.1, 4.2)
- I. Practice critical thinking skills and make aesthetic judgments when creating and critiquing artwork. (4.3, 4.4, 4.5)
- J. Develop responsibility in the care and safe use of computers and other graphics equipment. (5.0)
- K. Adapt cross-curricular activities, research and organizational skills to plan and produce a finished product. (5.0, 5.4)
- L. Design school programs, displays, posters and other school related projects as needed. (5.1, 5.2, 5.3)
- M. Explore careers in the graphic arts and other art related fields. (5.4)

II. Outline of Content for Major Areas of Study

Semester I

- A. Introduction
 - 1. Course Overview: Course Expectations, requirements, classroom procedures
 - 2. Care and Safe Use of Equipment: Computer hardware and software
 - 3. Development of art portfolio and personal notebook
 - 4. Grading Criteria and Project Rubrics
 - 5. State Frameworks: Visual Art Standards
 - 6. Philosophy of art: Aesthetics, self-motivation, creativity (left & right brain activity), and cross-curricular benefits
 - 7. Life applications of course: personal and professional
 - 8. Overview of Computer Lab: Desktop and equipment
 - 9. Summary of Graphic Design
- B. Formal Critique Methodology
 - 1. Four-Step Strategy: Describe, Analyze, Interpret and Judge
 - 2. Observation and oral discussion of artwork from various chronological and cultural venues.
 - 3. Written work to aid comprehension of the process
 - 4. Research papers on artists, art styles, movements and art techniques.
- C. The Advertising Industry
 - 1. Agencies and Corporate Structure
 - 2. Positions and Job Opportunities
 - 3. Advertising Mediums: Television, Radio, Print, Internet
 - 4. Target Markets: Age, gender, socio-economic group, ethnicity
 - 5. Advertising Vocabulary

- D. The History of Graphic Design
 - 1. Visual message from prehistoric to medieval era
 - 2. The origins of European typography and design for printing
 - 3. Impact of industrial technology upon visual communication
 - 4. Graphic design in the first half of the twentieth century
 - 5. Graphic design in the global village
 - 6. Major figures in Graphic Design
- E. Computer Related Terminology
 - 1. File Formats: jpeg, eps, gif, tiff, bmp
 - 2. Digital and Print Color: Rgb, cmyk, pms, grayscale
 - 3. File Sizes and Resolution: Kilobyte, megabyte, gigabyte, dpi, ppi, lpi
 - 4. Vector & Pixel Images
- F. Elements of Art and Principles of Design
(Application of the elements and principles in observation and creation of artwork)
 - 1. Elements
 - a. Line: Types - (horizontal, vertical, diagonal, curved, jagged),
Quality - (weight, organic, geometric)
 - b. Shape: Organic and geometric
 - c. Value: Gradation – (gradients)
Techniques - (hatching, cross-hatching, blending, stippling)
 - d. Form: 3-dimensional illusion
 - e. Texture: Tactile and visual
 - f. Space: Overlapping, linear perspective and aerial perspective,
positive and negative
 - g. Color: Hue, intensity and value, theory, schemes
 - 2. Principles
 - a. Balance: Symmetrical, asymmetrical, radial
 - b. Contrast/Variety: Differences in shape, line, size and color
 - c. Emphasis/Dominance: Focal point created through size, shape and color
 - d. Movement: Visual direction of the eye,
 - e. Rhythm: Alternation, repetition, progression
 - f. Repetition/Pattern: Regular, irregular
 - g. Unity: Harmony, interaction of elements in a composition
- G. Design Process
 - 1. Brainstorm, Research and Concept Development
 - 2. Thumbnail sketches and Roughs
 - 3. Mockups and Comprehensives
 - 4. Production and Project Completion
- H. Composition and Layout
 - 1. Basic Rules and Compositional Guidelines
 - 2. Page Layout and Organization
 - 3. Graphic Design Elements
 - 4. Elements of Art and Principles of Design
 - 5. Emphasis and Hierarchy
 - 6. Proximity and Spacing
- I. Typography

1. Influential Typographers: Morrison, Benton, Frutiger, Caslon, Baskerville
 2. Typestyle Categories: Serif, san serif, script, decorative
 3. Text Alignment & Spacing: Align right, align left, centered, justified
 4. Text Wrapping
 5. Type Manipulation Techniques: Perspective, outline, shadow, distort, warp
 6. Emphasis & Hierarchy
 7. Proximity
 8. Spacing: Leading, tracking, kerning
- J. Adobe Photoshop
1. Tools and Key Shortcuts: F-Keys, key commands
 2. Palettes and Option Bar: Layers, history, color, swatches, brushes
 3. Knockout Techniques: Magic wand, quick mask, paths, extract
 4. Text Warping and Masking: Fish, arc, bulge, wave, squeeze
 5. Effects: outer and inner glow, shadow, outline, texture, bevel & emboss
 6. Custom Shapes
 7. Filters: Distort, texture, noise, render, blur, artistic
 8. Menu Bar: Shutdown, restart, search, explore, control panel, programs, help
- K. Pictures and Photographs
1. Scanning
 2. Cropping and Resizing
 3. Color Enhancement
 4. Filters
 5. Manipulation
 6. Knockout Techniques
 7. Digital Images
 8. Modes: Black and white, color, and duotones
 9. Clip Art
 10. Downloading from Internet

Semester II

- A. Art Movements, Styles and Era's
1. Renaissance: Graphic Arts, Typography, Design, Printing
 2. Industrial Age: Victorian, Arts and Crafts, Ukiyo-e, Art Nouveau, Jugendstil, Photography
 3. Modern Art: Cubism, Futurism, Dada, Surrealism, Expressionism, Constructivism
 4. Decorative Art: Bauhaus, Art Deco
 5. Modern Typographical Design: New Typography
 6. Psychedelic Era: Music, Art
 7. Contemporary Art: Pop Art, Op Art, Minimalism, Conceptual Art, Architecture
 8. Post Modern Design: New Wave Typography, Retro Design
 9. Digital Revolution: Computer Art, Video, Multi-media
- B. History and Aesthetics of Illustration
1. Difference between illustration and fine art
 2. Yesterday's and Today's illustrators
 3. Branches of illustration
 4. Current issues in the field of illustration
- C. Adobe Illustrator
1. Tools and Key Shortcuts: F-Keys, key commands

2. Palette: Layers, color, swatches, brushes, pathfinder, stroke, symbol, layers
 3. Text Warping: Fish, arc, bulge, wave, squeeze
 4. Effects: Distort, transform, stylize, warp, artistic, texture
 5. Digital and Print Color
- D. Drawing in Adobe Illustrator
1. Tools: Brush, pen, pencil
 2. Techniques
 3. Skill and Craftsmanship
- E. The Use of Color
1. Color Theory
 2. Color Wheel
 3. Color Schemes and Color Associations
 4. Gradients and Screen Percentages
 5. Contrast and Reverses
 6. Digital and Printing Colors
- F. Internet
1. Research job opportunities in the graphic arts field.
 2. Explore historical and cultural context, their attributes and influences
 3. Research influential artists, their styles and contributions
 4. Analyze and discuss works of art using the elements and principles of art.
 5. Analyze and discuss works of art using various color schemes.
 6. Compare and contrast computer generated art to art using traditional materials
 7. Gather information for projects and download images
- G. Portfolio Development
1. Reflective Sketchbook and Notebook
 2. Adobe Photoshop and Illustrator Projects
 3. Illustration, Photo Manipulation, Color and Design
 4. Refined Craftsmanship and Technical Skills
 5. Artwork Selection
 6. Presentation Skills

III. Accountability Determinants

A. Key Assignments

Adobe Photoshop – Semester I

1. Compositional Design

- a. *Standard 1.0 – Artistic Perception:*
Analyze the interaction of elements of art and principles of design for composition purpose.
- b. *Standard 2.0 – Creative Expression:*
Create a synchronized composition using the elements of art and the principles of design.
- c. *Standard 3.0 – Historical and Cultural Context:*
Examine various works of art, drawings, paintings, and graphics; discuss how the treatment of the elements of art and principles of design affect the meaning.

d. *Standard 4.0 – Aesthetic Valuing*

Students evaluate each other's work in progress and offer suggestions to classmates to improve the composition.

e. *Standard 5.0 – Connections, Relations, Applications:*

Compare and contrast ways that fine art and advertising art use the elements and principles of art to convey a visual message or meaning.

2. Altered Image: Surrealism

a. *Standard 1.0 – Artistic Perception:*

Analyze works of art that incorporate surrealism and discuss its distinctive style

b. *Standard 2.0 – Creative Expression:*

Create a surrealist work of art combining three photographic images using knockout techniques.

c. *Standard 3.0 – Historical and Cultural Context:*

Examine artwork of master artists (i.e., MC Escher, Harry Magritte and Salvador Dali)

d. *Standard 4.0 – Aesthetic Valuing*

Self-evaluate finished surrealism based on content, craftsmanship, and creativity, including the ability of composition to give a "visual read" of the artist's intended meaning.

e. *Standard 5.0 – Connections, Relations, Applications:*

Compare and contrast surrealist works of art created in various media (i.e., photography, drawing, and painting)

3. Abstract Imagery

a. *Standard 1.0 – Artistic Perception:*

Analyze works of art that incorporate abstraction and discuss its distinctive style

b. *Standard 2.0 – Creative Expression:*

Create an objective abstract work of art by using distortion, angular planes, deviation, and overlapping transparencies.

c. *Standard 3.0 – Historical and Cultural Context:*

Examine artwork of master artists (i.e., Pablo Picasso, Jackson Pollack, Wassily Kandinsky.)

d. *Standard 4.0 – Aesthetic Valuing*

Self-evaluate finished abstract image based on content, craftsmanship, and creativity, including the ability of color and composition to give a "visual read" of the artist's intended meaning.

e. *Standard 5.0 – Connections, Relations, Applications:*

Compare the cultural philosophies of the era with the meaning and purpose of abstract art.

4. Type Design

a. *Standard 1.0 – Artistic Perception:*

Analyze various type designs and describe how the use of its typestyle influences the meaning of the text.

b. *Standard 2.0 – Creative Expression:*

Create a typographical problem using serif, sans serif, script and decorative typestyles; incorporate the element of art, texture to create interest within the piece.

c. *Standard 3.0 – Historical and Cultural Context:*

Identify and describe the role and influence of particular typestyles in past and present works of graphic design.

d. *Standard 4.0 – Aesthetic Valuing*

Self evaluate finished type design based on content, craftsmanship and creativity, including the use of the four typestyles and various textures.

e. *Standard 5.0 – Connections, Relations, Applications:*

Discuss ways that the selection of a typestyle makes a particular statement in graphic design and advertising.

5. CD Cover and Magazine Cover

a. *Standard 1.0 – Artistic Perception:*

Analyze and describe how the composition of existing covers is affected by the use of elements of art and principles of design.

b. *Standard 2.0 – Creative Expression:*

Create a CD cover and Magazine cover that involve the effective use of elements of art and principles of design.

c. *Standard 3.0 – Historical and Cultural Context:*

Examine CD covers and Magazine covers of past and present; describe how new technology has influenced the look of covers of present day.

d. *Standard 4.0 – Aesthetic Valuing*

Students will evaluate each other's work in progress and offer suggestions to classmates to refine and rework their design.

e. *Standard 5.0 – Connections, Relations, Applications:*

Compare and contrast covers that were designed using fine art methods and computer art methods to convey a visual message or meaning.

6. Packaging Design: Beverage Label

a. *Standard 1.0 – Artistic Perception:*

Analyze various packaging designs and describe how its design influences the meaning and function of the product.

b. *Standard 2.0 – Creative Expression:*

Develop a three-dimensional product (beverage label); create and design the product name using type manipulation techniques and color association.

c. *Standard 3.0 – Historical and Cultural Context:*

Identify and describe trends in packaging design and discuss how its target market (age, gender, socio-economic group, and ethnicity) are considered in its design.

d. *Standard 4.0 – Aesthetic Valuing*

Self-evaluate finished beverage label based on content, craftsmanship, and creativity, including the ability of type manipulation techniques to give a "visual read" of the artist's intended meaning.

e. *Standard 5.0 – Connections, Relations, Applications:*

Compare and contrast designs for industrial, consumer and promotional purpose.

Adobe Illustrator – Semester II

1. Positive and Negative Space Design

a. *Standard 1.0 – Artistic Perception:*

Solve a non-objective visual arts problem that involves the use of the elements of art, shape and space and principles of design, symmetrical balance, repetition and pattern.

b. *Standard 2.0 – Creative Expression:*

Create a positive and negative space design using one shape that is repeated and flipped to create pattern in a symmetrical design.

- c. *Standard 3.0 – Historical and Cultural Context:*
Analyze the role and development of specific artists works in selected contemporary cultures specifically in non-objective art.
- d. *Standard 4.0 – Aesthetic Valuing*
Self-evaluate finished positive and negative space design based on content, craftsmanship, and creativity, including the use of pattern and color.
- e. *Standard 5.0 – Connections, Relations, Applications:*
Examine artworks of MC Escher and discuss his intricate use of figure ground relationship in positive and negative space design.

2. Symbol Designs

- a. *Standard 1.0 – Artistic Perception:*
Compare and contrast various styles of symbols and discuss how they influence our interpretation of the artist's intended meaning.
- b. *Standard 2.0 – Creative Expression:*
Simulate a Huichol Yarn picture by designing symbols that are representative of the student and his/her interests.
- c. *Standard 3.0 – Historical and Cultural Context:*
Examine Mexican folk art and discuss their mythological view on history and how they depict this in their Huichol Yarn Pictures.
- d. *Standard 4.0 – Aesthetic Valuing*
Self-evaluate finished Symbol Design on content, craftsmanship, and creativity, including the meaning of their symbols and the unity of design.
- e. *Standard 5.0 – Connections, Relations, Applications:*
Compare the cultural philosophies of the era with the meaning and purpose of symbols.

3. Self Portrait

- a. *Standard 1.0 – Artistic Perception:*
Analyze the medium used by artists in various portraits and describe how its use influences the meaning of the work.
- b. *Standard 2.0 – Creative Expression:*
Develop and refine skill in the manipulation of digital imagery.
- c. *Standard 3.0 – Historical and Cultural Context:*
Examine portraiture of past and present cultures throughout the world, both in fine art and graphic art.
- d. *Standard 4.0 – Aesthetic Valuing*
Students evaluate their work on content, craftsmanship and creativity, including accurate proportions, realistic color and proper value to establish form.
- e. *Standard 5.0 – Connections, Relations, Applications:*
Compare the use of portrait techniques and craftsmanship in fine art and digital arenas.

4. Animal Habitat

- a. *Standard 1.0 – Artistic Perception:*
Analyze and describe how the meaning of a work of art is affected by the use of a color scheme and dominant figure.
- b. *Standard 2.0 – Creative Expression:*
Create an Animal Habitat design that involves the effective use of elements of art, space and color and principles of design, dominance, repetition and unity.
- c. *Standard 3.0 – Historical and Cultural Context:*
Examine works of art in selected cultures where animals are the dominant focus and identify their similarities and differences.

d. *Standard 4.0 – Aesthetic Valuing*

Students evaluate each other's work in progress and offer suggestions to classmates to refine and rework their animal habitat.

e. *Standard 5.0 – Connections, Relations, Applications:*

Compare and contrast artworks of animals using fine art media and computer art methods

5. Logo Design and Stationary Package

a. *Standard 1.0 – Artistic Perception:*

Compare and contrast various styles of logo design and discuss how they influence our interpretation of the artist's intended meaning.

b. *Standard 2.0 – Creative Expression:*

Create three logo designs that incorporate initials, symbol, and type solution and address the style and type of business it is.

c. *Standard 3.0 – Historical and Cultural Context:*

Examine the history of logo design, identify trends, and discuss how the issue of time, place and culture reflect the meaning of a logo design.

d. *Standard 4.0 – Aesthetic Valuing*

Establish a class critique and change or defend that position after considering the views of others.

e. *Standard 5.0 – Connections, Relations, Applications:*

Compare the historical philosophies of the era with the meaning and purpose of logo design.

6. Advertisement

a. *Standard 1.0 – Artistic Perception:*

Analyze various advertisements and describe how its concept influences the meaning and contribution of the product or service.

b. *Standard 2.0 – Creative Expression:*

Create an advertisement for a company involving the effective use of the elements of art and principles of design.

c. *Standard 3.0 – Historical and Cultural Context:*

Identify and describe trends in graphic arts, past and present, and discuss how the issues of time, place and culture are reflected in selected works in advertising.

d. *Standard 4.0 – Aesthetic Valuing*

Self-evaluate finished advertisement on content, craftsmanship, and creativity, including the meaning or message of the advertisement.

e. *Standard 5.0 – Connections, Relations, Applications:*

Compare and contrast the ways in which different media, television, radio, print, and internet, are used to cover the same advertisement.

7. Brochure Design

a. *Standard 1.0 – Artistic Perception:*

Analyze various brochures and describe how its design and format influences the meaning of the product, service or event.

b. *Standard 2.0 – Creative Expression:*

Create a brochure for a company involving the effective use of the elements of art and principles of design.

c. *Standard 3.0 – Historical and Cultural Context:*

Identify and describe trends in graphic arts, past and present, and discuss how the issues of time, place and culture are reflected in selected brochure design.

d. *Standard 4.0 – Aesthetic Valuing*

Students evaluate each other's work in progress and offer suggestions to classmates to refine and rework their brochure.

e. *Standard 5.0 – Connections, Relations, Applications:*

Develop competencies and creative skills in problem solving, communication and management of time and resources.

Other

1. School Related Projects and Print Collateral (5.1, 5.2)
2. Portfolio Development (2.2, 2.3, 4.3, 4.4, 5.3)
3. Formal and Informal Critiques of professional and student work (1, 3, 4)
4. Research Paper and Presentation (1.3, 3.0, 3.2, 4.5, 5.4)

B. **Assessment Methods**

1. Reflective Sketchbook and Notebook
2. Oral and Written Critiques (reflective, analytical and critical)
3. Teacher Evaluation of Projects: Established Rubric: (Content, Craftsmanship and Creativity)
4. Self Evaluation of Projects
5. Peer Assessment of Projects
6. Technical Exercises
7. Written Quizzes and Tests
8. Research and report project
9. Internet Search Assignments
10. Homework
11. Direct observation of participation, work habits and problem-solving methods
12. Public Display of artwork

IV. Instructional Materials and Methodologies

A. **Required Text**

None

B. **Supplementary Materials**

1. Various Fine Art and Graphic Arts Books
2. Library Resources
3. Graphics Magazines and Publications
4. Computer Software Books
5. Internet

C. **Instructional Methodologies**

1. Instructional Video's, Transparencies and Slides
2. Demonstrations with computer
3. Visual Art Prints and Printed Collateral Examples
4. Student Generated Examples
5. Class Discussions and Cooperative Learning
6. Critiques
7. Internet
8. Guest Speakers