

Name: David Petersen		Grading Quarter: 2	Week Beginning: 5-13
School Year: 23-24		Subject: Graphic Design 1	
Monday	Notes:	<p>Objective: Utilize step and repeat crop marks and printers' marks</p> <p>Lesson Overview:</p> <p>Show how to put crop marks in and get it ready to make the business cards Show Step and repeat first Put in the backgrounds last They may want to make a box with a slight outline that they can delete later Make frames and go to presentation mode before printing</p>	<p>Academic Standards:</p> <p>6.1 Identify elements of design (e.g., line, shape, form, texture, pattern, color, value, space, and size)</p> <p>7.1 Generate project ideas using stakeholder communication, research, brainstorming, thumbnails, roughs, mock-ups, and wireframes</p> <p>7.2 Identify demographic components for a target audience (e.g., gender, age, income, education, socioeconomic, ethnicity, and location)</p> <p>8.1 Differentiate among the color spaces (e.g., RGB, CMYK, Spot Color, L*a*b*, HSB, HSL, grayscale, and hex color) and how they relate to graphic design</p> <p>8.11 Create single- and multi-page graphic works utilizing margins, columns, grids, and bleeds</p> <p>8.12 Demonstrate layout skills for digital media using industry standard software</p>

Tuesday	Notes:	<p>Objective: Utilize finishing equipment to Printing and Cut Business Cards</p> <p>Lesson Overview: Show them how to use the hand cutter and the larger one if they are doing more than one sheet. Show the students how to cut their business card by printing out five sheets from the template of business cards in ID. If you turn the key off while the brake is down you can show them where it will cut. have some business cards ready for demo. The Sample sheets are on the server Do 5 it make it easier to cut.</p>	Academic Standards:
Wednesday	Notes:	<p>Objective: Demonstrate how to set up a grid for a story or brochure</p> <p>Lesson Overview: Go over the set up and what will go where. Talk about dividing it up into 3 parts evenly...eigher with ruler or with columns no margin. take the students into the basic document set up in InDesign MAKE THIS SMALLER LIKE 9 WIDE? for the brochures you want the set up as 2 Pages 3 columns 0 margins .5 gutter Horizontal Show them Placement of background (picture, shade or color, or graphic) Frames for Text (Include "Place Holder Text under Type" for Mockup Frames for Pictures (talk about clicking on target or clicking off to the side to make changes to the size of the pictures) (do not increase the size of the picture more than 20%) Put in Titles to show where things would go.</p>	Academic Standards: 6.1 Identify elements of design (e.g., line, shape, form, texture, pattern, color, value, space, and size) 7.1 Generate project ideas using stakeholder communication, research, brainstorming, thumbnails, roughs, mock-ups, and wireframes 7.2 Identify demographic components for a target audience (e.g., gender, age, income, education, socioeconomic, ethnicity, and location) 8.1 Differentiate among the color spaces (e.g., RGB, CMYK, Spot Color, L*a*b*, HSB, HSL, grayscale, and hex color) and how they relate to graphic design 8.11 Create single- and multi-page graphic works utilizing margins, columns, grids, and bleeds 8.12 Demonstrate layout skills for digital media using industry standard software

Thursday	Notes:	<p>Objective: Develop sketches, grids, and a story board for brochure or story</p> <p>Lesson Overview: Walk them through them through the sketches and ask what would be typically found on each and talk about what they could do to make it look better, flow etc.</p> <p>Create out of scrap paper a dummy sketch of the brochure and talk to them about what goes where etc.</p>	Academic Standards:
Friday	Notes:	<p>Objective: Understand and utilize Pre-Flighting (Troubleshooting)</p> <p>Lesson Overview: go over preflight and explain how files can change (especially fonts and pictures) and discuss ways in which you can prevent problems with this. Go over linked files</p>	<p>Academic Standards:</p> <p>3.2 Apply formatting, editing, and proofreading skills to all forms of writing</p>