



GRAPHIC DESIGN II 9-12

Approved by KSD Board of Education: 2-3-2025

Course Description:

Students will study two-dimensional design in greater depth, building on skills learned in Graphic Design I, through intensive use of graphic programs on computers for various 2D tasks.

Grade Level: 9th-12th Grade (Semester)

Unit Scope and Sequence (Processes)

Unit 1: Review of Design Basics

Unit 2: Gestalt Theory

Unit 3: Color Theory

Unit 4: Designs Based on a Theme

Unit 5: Branding

Unit 6: Analyzing Designs

Course Enduring Understandings:

- Form follows function: formal qualities and what form something takes is dependent on what it is supposed to do.
- Media is a vehicle for expression: the base materials of art can be loaded with expressions (especially when done wisely).
- Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork.
- People create artwork in response to activities, events, and conventions surrounding them: all artists have reasons for what they do.
- Meaning and quality of an artwork are subjective, but justifiable.

Course Essential Questions:

- How are the elements and principles of design chosen in an informed manner?
- How does media choice aid in the success of an artwork?
- Why do artists create the work that they do or have historically done?
- How should an artist present their artwork?
- How should one respond to another person's artwork?

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Unit 1: Review Design Basics

In this unit, students will review knowledge acquired in Graphic Design I. Students will review and enhance their foundational skills and knowledge of elements, principles and typography.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose, elements and principles of design. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- That designers communicate abstract ideas through representational ideas. - The connection between elements and principles and visual communication. - The design thinking process, including brainstorming and refining ideas.	- Identify real-life examples of graphic design. - Engage in the multi-step process of creating a complex work of art, beginning with basic outlines and gradually adding detail and complexity - Brainstorm, sketch multiple thumbnail sketches, refine/synthesize ideas before creating a design. - Integrate elements of art and principles of design in their own artwork - Apply knowledge of design basics through formulating observations, interpretations, strengths and suggestions for peers' designs.

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Unit 1: Review Design Basics

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Responding 7.B: Analyze how one's understanding of the world is affected by experiencing visual imagery (VA: Re7B.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).

Priority Standard: Responding 9.A: Establish relevant criteria in order to evaluate a work of art or collection of works (VA:Re9A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

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Unit 2: Gestalt Theory

In this unit, students will explore the principles of Gestalt theory and their role in the design process. Students will build an understanding of how psychological principles, like Gestalt, play a role in the perception of graphic design. Students will also explore how Gestalt principles communicate complex ideas through simple graphic visuals.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose, elements and principles of design. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- The definition of Gestalt theory - The role of Gestalt theory and psychology in the process of design. - The principles of Gestalt theory (closure, continuation, similarity, proximity, figure/ground, and symmetry.)	- Identify and describe how complex ideas can be expressed through simplified graphic elements. - Create cut paper compositions that communicate Gestalt principles. - Utilize knowledge of Gestalt vocabulary to formulate constructive feedback to peers on their Gestalt theory projects.

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Unit 2: Gestalt Theory

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Responding 7.B: Analyze how one's understanding of the world is affected by experiencing visual imagery (VA: Re7B.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).

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Unit 3: Color Theory

In this unit, students will explore the impact of color theory on the perception of a design. Students will learn specific color theory aspects and gain understanding of the role of color in a design's meaning.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose, elements and principles of design. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Color enhances meaning. - Color conveys themes. - Color can express emotion. - Color can emulate personality traits.	- Analyze use of color combinations in a selection of media and how it conveys the meaning behind the work. - Apply knowledge of color theory to enhance the meaning and purpose of their design. - Choose colors that reflect certain emotions, meaning and personality traits.

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Unit 3: Color Theory

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Responding 7.B: Analyze how one's understanding of the world is affected by experiencing visual imagery (VA: Re7B.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).

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Unit 4: Designs Based on a Theme

In this unit, students will explore the necessity of a conceptual theme as the guiding starting point for subsequent brainstorming and design developments. Students will gain a deeper understanding of how to make design choices that are informed by a theme.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
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<i>Students must know:</i>	<i>Students must be able to:</i>
Designers choose every design element and principle based on a theme.	- Brainstorm images associated with a theme. - Apply prior knowledge of color theory to brainstorm color choices that will enhance the project's theme. - Make choices about line, shape, and graphic elements based on a chosen theme. - Create a cohesive series after brainstorming multiple options. - Visually communicate in a design through utilizing both unity and variety.

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Unit 4: Designs Based on a Theme

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Responding 7.B: Analyze how one's understanding of the world is affected by experiencing visual imagery (VA: Re7B.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).

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Unit 5: Branding

In this unit, students explore the importance of design elements and cohesive design thinking in the creation of a branding concept. Students will explore multiple methods of creating designs that can be used for branding purposes.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose, elements and principles of design. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
How design elements enhance a branding concept.	- Develop a product from scratch - Incorporate typography, elements and principles to create a cohesive brand - Visually communicate a branding concept through elements, principles and prior design knowledge

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Unit 5: Branding

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).

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Unit 6: Analyzing Designs

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Unit 6: Analyzing Designs

In this unit, students will analyze and interpret design examples from professional designers. Students will identify and describe elements and principles, as well as analyze the success of the work. Additionally, students will self-reflect on their own work and formulate constructive feedback for their peers utilizing vocabulary and design knowledge.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose, elements and principles of design. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). - Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
That designers make design choices that influence the overall success of a design.	- Identify and describe elements, principles, and aspects of typography. - Identify and describe principles of layout and composition within a design. - Analyze choices made by a designer in the creation of their design. - Answer written prompts about specific designs using course vocabulary. - Verbally critique peer design work using observations, interpretations, strengths and suggestions. - Reflect on your own work and articulate

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Unit 6: Analyzing Designs

	specific struggles and successes for the process of designing.
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Missouri Learning Standards

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Responding 7.B: Analyze how one's understanding of the world is affected by experiencing visual imagery (VA: Re7B.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).

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Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

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