DE Page Layout/InDesign

Curriculum/Content Area: ART & DESIGN	**Course Length: 9 weeks**
Course Title: **DE Page Layout/InDesign**	**Date last reviewed: 11/2021 (New Course)**
Prerequisite: Enrollment in Elmbrook Graphic Design Academy	**Board approval date: 11/2021**
Primary Resource: WCTC Transcripted Credit	

Desired Results

Course description and purpose: Page Layout/InDesign introduces students to the fundamentals of page layout for publications. Students learn to be proficient in Adobe InDesign to create documents that are typographically correct and constructed according to the graphic design industry standards. Emphasis will be placed on integrating type and images, using tabs, managing layers, applying master pages and style sheets, and creating complex based tables and forms. Page Layout/InDesign is one required course to earn transcripted college credit through the Elmbrook Graphic Design Program of Study.

Career Clusters Connections:.

- ➔ ARTS, AUDIO/VISUAL & COMMUNICATIONS
- ➔ INFORMATION TECHNOLOGY
- ➔ MARKETING

Opportunities for industry based certification

- ➔ Adobe

Enduring Understandings:	**Essential Questions:** *big picture questions, aligned with enduring understandings*
CREATING	
Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	❖ How do media artists generate ideas? ❖ How can ideas for media arts productions be formed and developed to be effective and original?
Media artists plan, organize, and develop creative ideas, plans, and models into process	❖ How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

structures that can effectively realize the artistic idea.	
The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	❖ What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? ❖ How do media artists improve/refine their work?
PRESENTING	
Media artists integrate various forms and contents to develop complex, unified artworks.	❖ How are complex media arts experiences constructed?
RESPONDING	
Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	❖ How do people relate to and interpret media artworks?
CONNECTING	
Media artworks synthesize meaning and form cultural experience.	❖ How do we relate knowledge and experiences to understanding and making media artworks? ❖ How do we learn about and create meaning through producing media artworks?

PRIORITY STANDARDS
NCAS Creating Standard 1: Generate and conceptualize artistic ideas and work.
NCAS Creating Standard 2: Organize and develop artistic ideas and work.
NCAS Creating Standard 3: Refine and complete artistic work.
NCAS Presenting Standard 4: Select, analyze, and interpret artistic work for presentation
NCAS Responding Standard 8: Interpret intent and meaning in artistic work.
NCAS Connecting Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Supporting Standard Clusters

- MA:Cr1.1.I: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.
- MA:Cr3.1.I: (a) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition. (b) Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.
- MA:Pr4.1.I: Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
- MA:Re8.1.I: Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.
- MA:Cn10.1.I: (a) Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences. (b) Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.

Unit 1 - Adobe InDesign Basics

Essential Questions:

1. How do media artists generate ideas?
2. How can ideas for media arts productions be formed and developed to be effective and original?
3. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Unit Standards

Priority Standards

- NCAS Creating Standard 1: Generate and conceptualize artistic ideas and work.
- NCAS Creating Standard 2: Organize and develop artistic ideas and work.

Supporting Standards

- MA:Cr1.1.I: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

Learning Targets

- I can identify the parts of the InDesign workspace.
- I can set up an effective workspace for my project.
- I can understand printing preferences.

- I can set up a document for print output.
- I can define the bleed and slug settings.
- I can research options in art and design careers related to graphic design..

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- UNIVERSAL ART RUBRIC

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
❑ *Sketchnotes (visual notes)*	❑ Creating ❑ Presenting ❑ Responding ✓ Connecting	• Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)
❑ *Portfolio*	✓ Creating ✓ Presenting ❑ Responding ❑ Connecting	• Quantity and complexity of a portfolio can be modified for individual students.
❑ *Performance Tests*	✓ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Performance tests can be modified (shortened or simplified)
❑ *Reflections*	❑ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.

Digital Tools & Supplementary Resources

- *Exploring Adobe InDesign* by Terry-Rydberg, Canvas Course, Padlet, Creative Cloud & YouTube Tutorials, etc.

Unit 2 - Character Formatting

Essential Questions:

1. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Unit Standards

Priority Standards

- NCAS Creating Standard 2: Organize and develop artistic ideas and work.

Supporting Standards

- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

Learning Targets

- I can understand the relationships within a font family.
- I can identify serif and sans serif fonts
- I can understand the functions of the type style panel and use it effectively.
- I can choose effective font sizes and spacing for specific publications.
- I can understand the uses of the Em Dash.
- I can set the leading and kerning to format font effectively.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- UNIVERSAL ART RUBRIC

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
❑ *Sketchnotes (visual notes)*	❑ Creating ❑ Presenting ❑ Responding ✓ Connecting	• Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)
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❑ *Performance Tests*	✓ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Performance tests can be modified (shortened or simplified)
❑ *Reflections*	❑ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.

Digital Tools & Supplementary Resources

- *Exploring Adobe InDesign* by Terry-Rydberg, Canvas Course, Padlet, Creative Cloud & YouTube Tutorials, etc.

Unit 3 - Paragraph Formatting

Essential Questions:

1. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Unit Standards

Priority Standards

- NCAS Creating Standard 2: Organize and develop artistic ideas and work.

Supporting Standards

- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

Learning Targets

- I can understand the functions of the paragraph formatting panel and use it effectively.
- I can create text frames.
- I can use the alignment tool to adjust paragraph formatting.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- UNIVERSAL ART RUBRIC

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
❑ *Sketchnotes (visual notes)*	❑ Creating ❑ Presenting ❑ Responding ✓ Connecting	• Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)
❑ *Portfolio*	❑ Creating ❑ Presenting ❑ Responding ❑ Connecting	• Quantity and complexity of a portfolio can be modified for individual students.
❑ *Performance Tests*	✓ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Performance tests can be modified (shortened or simplified)
❑ *Reflections*	❑ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.

Digital Tools & Supplementary Resources

- *Exploring Adobe InDesign* by Terry-Rydberg, Canvas Course, Padlet, Creative Cloud & YouTube Tutorials, etc.

Unit 4 - Paragraph Styles

Essential Questions:

1. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Unit Standards

Priority Standards

- NCAS Creating Standard 2: Organize and develop artistic ideas and work.

Supporting Standards

- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

Learning Targets

- I can understand the functions of the paragraph style panel and use it effectively.
- I can understand the functions of the paragraph style settings and use it effectively.
- I can create a paragraph style for a specific project.
- I can understand the overrides setting and use it effectively.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- UNIVERSAL ART RUBRIC

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
❑ *Sketchnotes (visual notes)*	❑ Creating ❑ Presenting ❑ Responding ✓ Connecting	• Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)
❑ *Portfolio*	❑ Creating ❑ Presenting ❑ Responding ❑ Connecting	• Quantity and complexity of a portfolio can be modified for individual students.
❑ *Performance Tests*	✓ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Performance tests can be modified (shortened or simplified)
❑ *Reflections*	❑ Creating ❑ Presenting ✓ Responding	• Reflections can be presented in the following ways: orally discussed with

	✓ Connecting	instructor, taped presentation, etc.

Digital Tools & Supplementary Resources

- *Exploring Adobe InDesign* by Terry-Rydberg, Canvas Course, Padlet, Creative Cloud & YouTube Tutorials, etc.

Unit 5 - Image Formatting

Essential Questions:

1. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Unit Standards

Priority Standards

- NCAS Creating Standard 2: Organize and develop artistic ideas and work.

Supporting Standards

- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

Learning Targets

- I can place images within my document with correct settings.
- I can understand how to edit images (crop, scale) within my document.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- UNIVERSAL ART RUBRIC

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
❑ *Sketchnotes (visual notes)*	❑ Creating ❑ Presenting ❑ Responding ✓ Connecting	• Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)
❑ *Portfolio*	❑ Creating ❑ Presenting ❑ Responding ❑ Connecting	• Quantity and complexity of a portfolio can be modified for individual students.
❑ *Performance Tests*	✓ Creating ❑ Presenting	• Performance tests can be modified (shortened or simplified)

	✓ Responding ✓ Connecting	
❑ *Reflections*	❑ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.

Digital Tools & Supplementary Resources

- *Exploring Adobe InDesign* by Terry-Rydberg, Canvas Course, Padlet, Creative Cloud & YouTube Tutorials, etc.

Unit 6 - Color

Essential Questions:

1. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
2. How do people relate to and interpret media artworks?

Unit Standards

Priority Standards

- NCAS Creating Standard 2: Organize and develop artistic ideas and work.
- NCAS Responding Standard 8: Interpret intent and meaning in artistic work.

Supporting Standards

- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.
- MA:Re8.1.I: Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.

Learning Targets

- I can understand the different types and uses of color (RGB, CMYK, Pantone) in graphic design.
- I can identify the components of the color panel.
- I can select, edit, create and save swatches.
- I can set up the swatch panel for a particular project.
- I can identify successful color schemes and theory.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- UNIVERSAL ART RUBRIC

Performance Assessment Options	Artistic Process *Check all that apply:*	Differentiation Strategies/ Strategies for Inclusion *May include, but are not limited to the following:*

May include, but are not limited to the following:		
❑ *Sketchnotes (visual notes)*	❑ Creating ❑ Presenting ❑ Responding ✓ Connecting	• Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)
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❑ *Performance Tests*	✓ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Performance tests can be modified (shortened or simplified)
❑ *Reflections*	❑ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.
Digital Tools & Supplementary Resources		
• *Exploring Adobe InDesign* by Terry-Rydberg, Canvas Course, Padlet, Creative Cloud & YouTube Tutorials, etc.		

Unit 7 - Publication Output

Essential Questions:

1. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
2. What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?
3. How do media artists improve/refine their work?
4. How are complex media arts experiences constructed?
5. How do we relate knowledge and experiences to understanding and making media artworks?
6. How do we learn about and create meaning through producing media artworks?

Unit Standards

Priority Standards

- NCAS Creating Standard 1: Generate and conceptualize artistic ideas and work.
- NCAS Creating Standard 2: Organize and develop artistic ideas and work.
- NCAS Creating Standard 3: Refine and complete artistic work.
- NCAS Presenting Standard 4: Select, analyze, and interpret artistic work for presentation

- NCAS Connecting Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Supporting Standards

- MA:Cr1.1.I: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.
- MA:Cr3.1.I: a) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone. b) Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.
- MA:Pr4.1.I: Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
- MA:Cn10.1.I: a.) Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences. b) Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments

Learning Targets

- I can set up a document for print output.
- I can choose effective font styles for a specific project.
- I can create a paragraph style for a specific project.
- I can understand how to place and edit images within my document with correct settings.
- I can identify and choose the correct color model for a particular project.
- I can choose colors and create a swatch panel for a particular project.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- UNIVERSAL ART RUBRIC

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❑ *Performance Tests*	✓ Creating ❑ Presenting ✓ Responding	• Performance tests can be modified (shortened or simplified)

	✓ Connecting	
❑ *Reflections*	❑ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.
Digital Tools & Supplementary Resources		
• *Exploring Adobe InDesign* by Terry-Rydberg, Canvas Course, Padlet, Creative Cloud & YouTube Tutorials, etc.		