

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Advanced Graphic Art

Department: Technology Education

Teacher: Mrs. Barry

Grade level: 10-12

Description of Course:

Skills learned in Graphic Arts including fundamental graphic design, digital camera, scanner and Adobe applications will be utilized along with more advanced knowledge of Adobe software (Photoshop and Illustrator), graphic design and advertising, printing, and digital camera application. Strong layout skills, logo design and personal style will be developed by using Adobe software applications as the tools to convey students' ideas.

School – Wide Expectations:

Academic

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect
3. Contribute to the stewardship of the community

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course

Core Competencies and alignment with State or National Standards:

Create-Students will communicate a message in digital artwork. Example projects include package design, logos, advertisements, illustration and magazine spread or web site main page layout. They will conceptualize ideas and design original artwork using graphic design fundamentals learned in pre-requisite Graphic Arts course.

1. Understanding and applying media, techniques, and processes.
3. Choosing and evaluating a range of subject matter, symbols and ideas.

Technology

H1. Demonstrate an understanding of and an appreciation for the importance of accepting individual responsibility, developing a solid work ethic and learning to plan and work effectively

A4. Demonstrate an awareness of career opportunities and requirements needed to make informed and meaningful choices in their education/employment in technical occupations.

Perform-Students will demonstrate proficiency of software application by designing artwork utilizing many of the various tools, effects and photo manipulation options available to them. Project content includes historical influence, self-portrait and promotion, and real-world projects in conjunction with multiple departments and the community.

4. Understanding the visual arts in relation to history and cultures.
6. Making connections between visual arts and other disciplines.

Respond-Students will reflect, discuss and critique the characteristics and merits of their work and the work of their classmates in verbal and written format.

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Suggested Texts and Media (Software, A/V, etc.):

Resources

Design Basics for Creative Results, Bryan Peterson
The Non-Designers Design and Type Book, Robin Williams
World Wide Web tutorials, galleries, museums

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the semester to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher.

Suggested Instructional Strategies:

Hands on Approach

Teacher and students work together through advanced software application tools and processes. Students are at computer stations and teacher is using computer connected to LCD projector to work simultaneously with students step by step to master more complex Illustrator tools and processes.

Critique and Discussion

The primary method for covering new concepts is through PowerPoint presentations. Completed student work is analyzed and critiqued to further inquiry and discussion. The Smartboard is utilized so that sample documents can be projected and group analysis can occur.

Community Outreach

Teacher and class work with multiple departments and the community to design supplemental materials to promote events or programs. These projects enable students connect to real-world possibilities in the graphic design field.

Portfolio Development

Students are expected to produce advanced proficiency projects throughout the semester. Students should leave the class with some portfolio ready pieces that will aide them in entrance to college with an Art or Architecture major or if they are looking for their first graphic design employment after graduating.

Suggested Assessment Strategies:

Formative

Students are given multiple opportunities to meet competencies through project-based learning in the form of class work, activities, exercises and participation.

Summative

Students are given multiple opportunities to meet competencies through project-based learning in the form of projects and reflections derived from skills gained through class activities, exercises and participation.

Final Exam

Final exam offers competency recovery of all course competencies.