

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Graphic Arts

Department: Technology Education

Teacher: Mrs. Barry

Grade level: 9-12

Description of Course:

This course is designed to introduce students to the fundamentals of graphic design. Students will learn how to use industry-standard imaging tools from Adobe, adapt images for both print and screen use; use a digital camera, scanner and more. Basic materials are provided, but students will be expected to pay a fee for additional use beyond the requirements of the class.

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 artworks include tickets, logos, advertisements and poster design. They will conceptualize ideas and design original artwork using graphic design fundamentals.

1. Understanding and applying media, techniques, and processes.
3. Choosing and evaluating a range as subject matter, symbols and ideas.
6. Making connections between visual arts and other disciplines.

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 some 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.):

1. PhotoShop NOW
2. Graphic Design Concepts

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year 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:

Lecture and Demonstration

At the beginning of each unit, basic graphic design standards are provided and modeled by the instructor. For example, the Element of Art, Shape, will be presented in Graphic Design terms and the teacher will model shape tools and design options using PhotoShop or Illustrator software. Students will then design using shape as the main component.

Hands on Approach

Teacher and students work together through the 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.

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.

Project Development

Students are expected to produce a series of projects throughout the semester. Students work through the varied steps of designing a personal or business Identity Package. Students research past graphic designers to help define a style for designing a personal or business logo, business card and letterhead. They leave the class with a personal or business promotional piece that will help them when they are looking for their first employment after graduating.

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.