



## EVERETT PUBLIC SCHOOLS INTRODUCTION TO GRAPHIC DESIGN/GRAPHIC DESIGN I

<b>Course:</b> Introduction to Graphic Design/Graphic Design I		<b>Total Framework Hours:</b> 90 hours
<b>CIP Code:</b> 500402	<input type="checkbox"/> Preparatory	<b>Date Last Modified:</b> 05.2022
<b>Career Cluster:</b> Arts, Audio/Video Technology & Communications		<b>Cluster Pathway:</b> Visual Arts

### Industry Recognized Certificates:

List possible certificates students can earn in the course

### Work-Based Learning:

List WBL opportunities provided in the course

### Course Information:

COMPONENTS AND ASSESSMENTS
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>Students will create a mood board for my graphic life. Students will gather examples of identity, advertising, publication, and information design and record insightful person reactions.</li> </ul>
<b>Leadership Alignment:</b> Students will <u>work independently</u> and <u>think creatively</u> to create their mood board. They will create the project digitally using <u>technology effectively</u> . Students will have to <u>manage time</u> and <u>produce results</u> that meet the project standards. <u>Additional 21<sup>st</sup> Century skills options:</u> TSA Competitive Events – <ul style="list-style-type: none"> <li>Children's Stories</li> <li>Digital Video Production</li> <li>Fashion Design and Technology</li> <li>Future Technology Teacher</li> <li>Photographic Technology</li> <li>Prepared Presentation</li> <li>Promotional Design</li> <li>Technology Problem Solving</li> </ul> Scholastic Art Everett Public School Art Show Superintendents High School Art show – hosted by OPSI and WAEA
Standards and Competencies

<b>Unit:</b> What is Graphic Design? (Communicating through Graphic Design - Chapter 1)	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: 5</b>
Students will... <ul style="list-style-type: none"> <li>Identify design in both nature and the human environment</li> <li>Describe the history of graphic design</li> <li>Explain and use steps in the graphic design process</li> </ul>	
<b>Aligned Washington State Learning Standards</b>	
<b>Arts</b>	<b>Media Arts</b> <u>Performance Standard (MA:Cr1.1.I)</u> a. Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes. <u>Performance Standard (MA:Pr4.1.I)</u> a. 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. <b>Visual Arts</b> <u>Performance Standard (VA:Cr1.2.I)</u> a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
<b>Educational Technology</b>	<b>Empowered Learner</b> 1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
<b>English Language Arts</b>	<u>CCSS.ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>Students will create a poster of graphic design examples that are organized by category in innovative ways. Students will record insightful personal reaction to each design, take part in insightful reflection on own work and process, identifying successful aspects and areas that need improvement. Students will also share ideas and take interest in others; eagerly participate in class discussions.</li> </ul>	
<b>Leadership Alignment:</b> Students will <u>work independently</u> and <u>think creatively</u> to understand the art of graphic design. They will create the project digitally using <u>technology effectively</u> . Students will have to <u>manage time</u> and <u>produce results</u> that meet the project standards. <u>Additional 21<sup>st</sup> Century skills options:</u>	

**TSA Competitive Events –**

- Children's Stories
- Digital Video Production
- Fashion Design and Technology
- Future Technology Teacher
- Photographic Technology
- Prepared Presentation
- Promotional Design
- Technology Problem Solving

**Scholastic Art**

Everett Public School Art Show

Superintendents High School Art show – hosted by OPSI and WAEA

***Standards and Competencies*****Unit:** The Art of Graphic Design (Communicating through Graphic Design - Chapter 2)**Industry Standards and/or Competencies****Total Learning Hours for Unit: 5**

Students will...

- list elements of art and principles of design, especially as they relate to graphic design.
- identify elements of art and principles of design in professional and students made graphic designs.
- create a simplified scene from a story using shape and color in a dynamic composition.

***Aligned Washington State Learning Standards***

<b>Arts</b>	<b>Media Arts</b> <u>Performance Standard (MA:Cr1.1.I)</u> a. Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes. <u>Performance Standard (MA:Pr4.1.I)</u> a. 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. <b>Visual Arts</b> <u>Performance Standard (VA:Re7.1.K)</u> a. Identify uses of art within one's personal environment. <u>Performance Standard (VA:Cr1.1.6)</u> a. Combine concepts collaboratively to generate innovative ideas for creating art.
<b>Educational Technology</b>	<b>Empowered Learner</b> 1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of way <b>Knowledge Constructor</b> 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuit
<b>English Language Arts</b>	<u>CCSS.ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

- Students will generate at least five sketches and gather feedback to develop a strong, minimalist composition; offers an innovative story interpretation. Students will offer insightful reflection on their own work and process and identify successful aspects and areas that need improvement. Students will share ideas and take interest in others; eagerly participates in class discussions.

**Leadership Alignment:**

Students will work independently and think creatively to create illustrations using graphic design elements. They will create the project digitally using technology effectively. Students will have to manage time and produce results that meet the project standards.

Additional 21<sup>st</sup> Century skills options:**TSA Competitive Events –**

- Children's Stories
- Digital Video Production
- Fashion Design and Technology
- Future Technology Teacher
- Photographic Technology
- Prepared Presentation
- Promotional Design
- Technology Problem Solving

Scholastic Art

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**Standards and Competencies**

**Unit:** Image Creation for Design (Communicating through Graphic Design - Chapter 3)

**Industry Standards and/or Competencies**

**Total Learning Hours for Unit:** 10

Students will...

- develop observation skills
- demonstrate fundamental media and techniques in illustration and photography
- create an illustration or photograph to interpret the mood and tone of a song through color and other graphic elements

**Aligned Washington State Learning Standards**

<b>Arts</b>	<p><b>Media Arts</b>  <u>Performance Standard (MA:Cr2.1.7)</u>            a. Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.  <u>Performance Standard (MA:Cr3.1.7)</u>            a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.            b. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.</p> <p><b>Visual Arts</b>  <u>Performance Standard (VA:Re7.2.II)</u>            a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.  <u>Performance Standard (VA:Re9.1.II)</u>            a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p>
<b>Educational Technology</b>	<b>Digital Citizen</b>

	<p>2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p><b>Knowledge Constructor</b></p> <p>3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions</p>
<b>English Language Arts</b>	<p><u>CCSS.ELA-Literacy.RI.9-10.1</u></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Students will generate at least five sketches and gather feedback to develop a polished composition; offer an innovative song interpretation. Students will give a reflection on their own work and process, identifying successful aspects and areas that need improvement. They will also share ideas and take interest in others; eagerly participate in class discussions.

#### Leadership Alignment:

Students will work independently and think creatively to create their sketches. They will create the digitally using technology effectively. Students will have to manage time and produce results that meet the project standards.

#### Additional 21<sup>st</sup> Century skills options:

##### TSA Competitive Events –

- Children's Stories
- Digital Video Production
- Fashion Design and Technology
- Future Technology Teacher
- Photographic Technology
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### Standards and Competencies

**Unit:** The Design Process (Communicating through Graphic Design - Chapter 4)

#### Industry Standards and/or Competencies

**Total Learning Hours for Unit: 15**

Students will...

- examine how graphic designers plan, submit, revise and complete designs
- distinguish among basic design components such as typography, photography, illustrations, and graphic designs
- design a cover for a playlist using the design process to develop and refine ideas

### Aligned Washington State Learning Standards

<b>Arts</b>	<p><b>Media Arts</b></p> <p><u>Performance Standard (MA:Pr5.1.4)</u></p> <p>a. Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions.</p> <p>b. Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts</p>
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	<p>productions.</p> <p>c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.</p> <p><u>Performance Standard (MA:Pr6.1.4)</u></p> <p>a. Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.</p> <p>b. Explain results of and improvements for presenting media artworks.</p> <p><b>Visual Arts</b></p> <p><u>Performance Standard (VA:Cr3.1.6)</u></p> <p>a. Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p><u>Performance Standard (VA:Re9.1.6)</u></p> <p>a. Develop and apply relevant criteria to evaluate a work of art.</p>
<b>Educational Technology</b>	<p><b>Innovative Designer</b></p> <p>4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p> <p>4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>
<b>English Language Arts</b>	<p><u>CCSS.ELA-Literacy.RI.9-10.1</u></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Students will follow all steps of the design process to present and create design solutions that fit all client needs with text and graphics that best reflect the event. Students will offer insightful reflection on their own work and process, identifying successful aspects and areas that need improvement. They will also share ideas and take interest in others; eagerly participate in class discussions

#### Leadership Alignment:

Students will work independently and think creatively to create an advertising design. They will create the project digitally using technology effectively. Students will have to manage time and produce results that meet the project standards.

#### Additional 21<sup>st</sup> Century skills options:

##### TSA Competitive Events –

- Children's Stories
- Digital Video Production
- Fashion Design and Technology
- Future Technology Teacher
- Photographic Technology
- Prepared Presentation
- Promotional Design
- Technology Problem Solving

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### Standards and Competencies

**Unit:** Advertising Design (Communicating through Graphic Design - Chapter 7)

#### Industry Standards and/or Competencies

**Total Learning Hours for Unit: 15**

Students will

- describe a variety of advertising design solutions used by advertising companies to reach customers.
- determine how graphic designers plan and create advertising solutions.
- create a poster advertising a school event that effectively communicates information through imagers, color, typography, and style.

### ***Aligned Washington State Learning Standards***

<b>Arts</b>	<p><b>Media Arts</b>  <u>Performance Standard (MA:Pr5.1.7)</u>  a. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing.  b. Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.  c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.  <u>Performance Standard (MA:Cn11.1.3)</u>  a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.  b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness</p> <p><b>Visual Arts</b>  <u>Performance Standard (VA:Cr2.3.8)</u>  a. Select, organize, and design images and words to make visually clear and compelling presentations.</p>
<b>Educational Technology</b>	<p><b>Creative Communicator</b>  6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models.</p>
<b>English Language Arts</b>	<p><u>CCSS.ELA-Literacy.RI.9-10.1</u>  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

### **COMPONENTS AND ASSESSMENTS**

#### **Performance Assessments:**

- Students will explore concepts such as perspective, scale, style and show how space is meaningful. Students will explore titles, color schemes, and symbols to create effective navigation and clear focus. They will also explore innovative color choices, type hierarchies, and contrast for cohesive design. Students will offer insightful reflection on their own work and process, identifying successful aspects and areas that need improvement. They will also share ideas and take interest in others; eagerly participate in class discussions.

#### **Leadership Alignment:**

Students will think creatively and apply innovations to reflect on design solutions. Students will have to communicate clearly and collaborate with others to create the share their personal map. Students will have to manage time and produce results that meet the project standards.

Additional 21<sup>st</sup> Century skills options:

**TSA Competitive Events –**

- Children's Stories
- Digital Video Production
- Fashion Design and Technology
- Future Technology Teacher
- Photographic Technology
- Prepared Presentation
- Promotional Design
- Technology Problem Solving

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***Standards and Competencies*****Unit:** Information & Experience (Communicating through Graphic Design - Chapter 8)**Industry Standards and/or Competencies****Total Learning Hours for Unit: 10**

Students will...

- compare varieties and purposes of information and experience designs.
- analyze past and present information and experience design solutions.
- create a personal map of a familiar area.

***Aligned Washington State Learning Standards***

<b>Arts</b>	<b>Media Arts</b> <u>Performance Standard (MA:Cr3.1.4)</u> a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as balance and contrast. b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose. <u>Performance Standard (MA:Re9.1.4)</u> a. Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context. <b>Visual Arts</b> <u>Performance Standard (VA:Re8.1.8)</u> a. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
<b>Educational Technology</b>	<b>Creative Communicator</b> 6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
<b>English Language Arts</b>	<u>CCSS.ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**COMPONENTS AND ASSESSMENTS****Performance Assessments:**

- Students will follow all steps in the design process and fulfill all roles and responsibilities to create a design solution that meets all client needs. Students will offer insightful reflection on their own work and process, identifying successful aspects and areas that need improvement. They will also share ideas and take interest in others; eagerly participate in class discussions.



**Leadership Alignment:**

Students will work independently and apply technology to create media products which focus on careers in the area Graphic Design. Students will have to manage time and produce results that meet the project standards.

Additional 21<sup>st</sup> Century skills options:

## TSA Competitive Events –

- Children's Stories
- Digital Video Production
- Fashion Design and Technology
- Future Technology Teacher
- Photographic Technology
- Prepared Presentation
- Promotional Design
- Technology Problem Solving

## Scholastic Art

## Everett Public School Art Show

## Superintendents High School Art show – hosted by OPSI and WAEA

**Standards and Competencies**

**Unit:** Working as a Graphic Designer (Communicating through Graphic Design - Chapter 10)

**Industry Standards and/or Competencies**

**Total Learning Hours for Unit:** 30

## Students will...

- classify the skills, traits and training needed to become a professional graphic designer and to work in various design career areas, including at design agencies and as a freelance graphic designer.
- determine best practices for presenting themselves to potential employers, including establishing a portfolio, crafting a resume, completing job applications, and participating in interviews.
- work collaboratively to create a design solution for a client.

**Aligned Washington State Learning Standards**

<b>Arts</b>	<p><b>Media Arts</b>  <u>Performance Standard (MA:Cr3.1.K)</u>            a. Form and capture media arts content for expression and meaning in media arts productions.            b. Make changes to the content, form, or presentation of media artworks and share results.  <u>Performance Standard (MA:Pr5.1.K)</u>            a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.            b. Identify and demonstrate creative skills, such as performing, within media arts productions.            c. Practice, discover, and share how media arts creation tools work.  <u>Performance Standard (MA:Pr6.1.K)</u>            a. With guidance, identify and share roles and the situation in presenting media artworks.            b. With guidance, identify and share reactions to the presentation of media artworks.  <b>Visual Arts</b>  <u>Performance Standard (VA:Pr4.1.II)</u>            a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.  <u>Performance Standard (VA:Pr5.1.II)</u>            a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p>
<b>Educational Technology</b>	<p><b>Knowledge Constructor</b>            3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources</p>

<b>English Language Arts</b>	<u>CCSS.ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Financial Education</b>	<u>Employment and Income 10.EI</u> Explore job and career options. 1. Identify how non-income factors such as child-care options, cost of living, and work conditions can influence job choice. 2. Outline a career plan that aligns with personal interests, financial goals, and desired lifestyle. 3. Develop a résumé and cover letter for a specific job of interest. Compare sources of personal income and compensation. 4. Give examples of employee benefits and explain why they are forms of compensation.

### 21<sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b>  <input checked="" type="checkbox"/> Think Creatively  <input type="checkbox"/> Work Creatively with Others  <input checked="" type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b>  <input type="checkbox"/> Reason Effectively  <input type="checkbox"/> Use Systems Thinking  <input type="checkbox"/> Make Judgments and Decisions  <input type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b>  <input type="checkbox"/> Communicate Clearly  <input type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b>  <input type="checkbox"/> Access and /evaluate Information  <input type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b>  <input type="checkbox"/> Analyze Media  <input checked="" type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b>  <input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b>  <input type="checkbox"/> Adapt to Change  <input type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b>  <input checked="" type="checkbox"/> Manage Goals and Time  <input type="checkbox"/> Work Independently  <input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b>  <input type="checkbox"/> Interact Effectively with Others  <input type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b>  <input checked="" type="checkbox"/> Manage Projects  <input checked="" type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b>  <input type="checkbox"/> Guide and Lead Others  <input type="checkbox"/> Be Responsible to Others</p>
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