Everett Public Schools Framework: Graphic Design II

Course: Graphic Design/Commercial and Advertising Art	**Total Framework Hours:** 90 Hours
CIP Code: 500402	**Type:** Preparatory
Career Cluster: Arts, Audio/Video Technology & Communications	**Date Last Modified:** Wednesday, January 22, 2014

Resources and Standard used in Framework Development:

Standards used are from PrintEd 2010, SkillsUSA and Teacher workshop identified specific skills as outlined in the OSPI Model Framework for 500402 Graphic Design/Commercial and Advertising Art.

Unit 1 CONTRACT DEVELOPMENT	Hours: 5

Performance Assessment(s):

Formative
Portfolio Concept
Portfolio Research
Portfolio Plan Evaluation

Summative
Portfolio Plan Presentation

Leadership Alignment:

Career Preparation…TSA
Participants research technology-related careers designated by the Bureau of Labor Statistics as falling in the top ten employment growth areas in the near future. Participants research and prepare a resume and cover letter for each of the careers noted. Semifinalists participate in an on-site job interview related to one of the careers. Participants research each of the careers in the specified year. For 2014: Meteorologist, Software Engineer, Construction Project manager

Standards and Competencies

Standard W: Concept Development
  1. Brainstorming,
  2. Concept sketching
  3. Thumbnails
  4. Roughs
  5. Mockups
  6. Aesthetics
Standard X: Portfolio
  1. Explore and identify content of a professional portfolio
  2. Select, organize, develop and refine a marketable portfolio
Standard WR 2: Personal Success
WR-2.1 Implement effective study skills for academic success;
WR-2.2 Develop personal goals using SMART (Specific Measurable Attainable Realistic Timely), objectives and strategies.
WR-2.3 Use interpersonal skills to facilitate effective teamwork;
WR-2.4 Use a problem-solving model and critical-thinking skills to make informed decisions;
WR-2.5 Use effective time-management and goal-setting strategies;
WR-2.6 Effectively use information and communication technology tools; and

Aligned to Washington State Standards

Arts

Arts 1.0   The student understands and applies arts knowledge and skills in dance, music, theare, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

  - Identifies audience and purpose.

  - Explores, gathers, and interprets information from diverse sources.

  - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.

  - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.

  - Reflects for the purpose of self-evaluation and improvement of the creative work.

  - Refines work based on feedback, self-reflection, and aesthetic criteria.

  - Presents work to others in a performance, exhibition, and/or production.

  - Performs work for others in a performance and/or production.

2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):

  - Identifies audience and purpose of the work and/or performance.

  - Selects artistic resources, materials and/or repertoire to create, perform and present.

  - Analyzes the structure, context and/or aesthetics of the work.

  - Interprets meaning through personal understanding of the work and/or performance.

  - Rehearses, adjusts, and refines through evaluation, reflection and problem solving.

  - Presents, exhibits, and produces work and/or performance for others.

  - Reflects and self-evaluates work and/or performance to set goals.

2.3   Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

  - Engages the senses actively and purposefully in perceiving the work.

  - Describes what is seen, felt and/or heard (perceived/experienced).

  - Interprets meaning based on personal experiences and knowledge.

  - Evaluates and justifies using supportive evidence and aesthetic criteria.

  - Applies a responding process to an arts presentation working towards independence with teacher mentoring.

Arts 3.0 The student communicates through the arts.

3.1   Uses the arts to express feelings and present ideas.

3.2   Uses the arts to communicate for a specific purpose.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

Arts 4.0   The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.1. Demonstrates and analyzes the connections among the arts disciplines.

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.3. Understands how the arts impact and reflect personal choices throughout life

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Health and Fitness
Language
Mathematics
Reading
Science
Social Studies
Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation
- ☑ Think Creatively
- ☑ Work Creatively with Other
- ☑ Implement Innovations

Creative Thinking and Problem Solving
- ☑ Reason Effectively
- ☑ Use Systems Thinking
- ☑ Make Judgements and Decisions
- ☑ Solve Problems

Communication and Collaboratio
- ☑ Communicate Clearly
- ☑ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy
- ☑ Access and Evaluate Information
- ☑ Use and Manage Information

Media Literacy
- ☑ Analyze Media
- ☑ Create Media Products

Information, Communications, and Technology (ICT Literacy)
- ☑ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability
- ☑ Adapt to Change
- ☑ Be Flexible

Initiative and Self-Direction
- ☑ Mange Goals and Time
- ☑ Work Independently
- ☑ Be Self-Directed Learners

Social and Cross-Cultural
- ☑ Interact Effectively with Other
- ☑ Work Effectively in Diverse Teams

Productivity and Accountability
- ☑ Manage Projects
- ☑ Produce Results

Leadership and Responsibility
- ☑ Guide and Lead Others
- ☑ Be Responsible to Others

Unit 2 ADVANCE TECHNIQUES	Hours: 7

Performance Assessment(s):

Formative
Adobe Creative Suite instructional techniques
Online resources and tutorial development

Summative
Final Portfolio

Leadership Alignment:

Career Preparation - TSA

Participants research technology-related careers designated by the Bureau of Labor Statistics as falling in the top ten employment growth areas in the near future. Participants research and prepare a resume and cover letter for each of the careers noted. Semifinalists participate in an on-site job interview related to one of the careers. Participants research each of the careers in the specified year. For 2014: Meteorologist, Software Engineer, Construction Project manager

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Standards and Competencies

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Standard D: Image Capture
1.   Explain basic scanning hardware.
2.   Explain basic digital camera hardware.
3.   Explain and identify the difference between line art and continuous tone originals.

Advertising and Design
4.   Capture digital images using a scanner and digital camera.
5.   Demonstrate appropriate scanner/program operations for line artwork and continuous tone in both black/white and color.
6.   Identify high/low resolution images and describe the uses of each.
7.   Download a digital image from a stock photography website or CD.
8.   Scale a raster image using the proper settings in order to maintain the appropriate resolution for print or web.
9.   Edit a raster image by using color correction; tone control; cropping; and, scaling, etc.
10.   Demonstrate an understanding of additive and subtractive color, i.e., Red-Green-Blue (RGB) and Cyan-Magenta-Yellow-Key/black (CMYK)

Digital File Preparation
11.   Identify the difference between continuous tone images, halftone images, and line art.
12.   Identify the basic components and uses of flatbed scanner hardware.
13.   Describe uses and limitations of basic scanner software.
14.   Explain the various components and settings (aperture, shutter speed, image resolution, white balance, etc.) of a digital camera.
15.   Capture digital images using a scanner and digital camera.
16.   Demonstrate appropriate scanner/program operations for line artwork.
17.   Demonstrate appropriate scanner/program operations for continuous tone color and grayscale images.
18.   Transfer images from a camera and scanner to a host computer.
19.   Describe what an International Color Consortium (ICC) profile is and its use.
20.   Demonstrate how to convert Red-Green-Blue (RGB) images in Cyan-Magenta-Yellow-Key/black (CMYK) using various ICC profiles.
21.   Demonstrate saving scanned images into an appropriate file format.
22.   Given an image, determine whether it is high or low resolution.
23.   Explain the image resolution requirements for various uses (screen/web versus press).
24.   Download a digital image from a stock photography web site or compact disc (CD) and resize according to specifications provided.

25. Using bitmap editing software, retouch, crop, make modifications, color corrections, and levels adjustments to prepare an image to print correctly on a printing press.

Standard N: Page Layout

Advertising and Design

1. Select appropriate page layout software for a given job.
2. Set text with appropriate margins; formatting; gutters; and, proper leading.
4. Design and produce a document using desired fonts; styles; margins; indents; tabs; and, colors.
5. Proofread and edit using common editing marks. Make corrections/adjustments to copy on screen.
6. Create multiple page documents using text blocks; graphics; frames; and, headings using drop caps and wrap-a-rounds (run-a-rounds).
7. Create documents using grids; templates; master pages; paragraph style sheets; and, character style sheets.
12. Export a print-ready Portable Document Format (PDF) using page layout software.
15. Demonstrate an understanding of file formats (.ai; .jpg; psd; gif; tif; indd; pdf, etc.), file organization, and file naming conventions.
19. Demonstrate a functional knowledge of computer menus, shortcut keys, and palettes in page layout software.
20. Demonstrate text alignment (flush left, flush right, center), vertical justification (top, center, bottom justified), and object alignment and distribution.
25. Design and produce a document using specified type faces, sizes, leading, margins, indents, tabs, and colors.
28. Place or get images.
29. Demonstrate cropping images.

Standard O: Digital Illustration

1. Demonstrate an understanding of the differences between raster and vector files.
2. Use the appropriate graphics program to create a design or logo using manipulated type (rotated, circled, extended, tints and fills, etc.).
3. Create or trace drawings/photographs using a vector illustration program.
4. Create or edit images in a raster based program using layers; transparencies; layer modes; masks; and, selections, etc.
5. Create a spot color illustration or logo using Pantone Matching System® (PMS) or other color matching system, and view or print separations.
6. Demonstrate a functional knowledge of computer menus, shortcut keys, and palettes in illustration software.
7. Create a single color vector graphic.
8. Create a vector graphic using tints, fills, and color.
9. Create a vector graphic using manipulated type.
10. Trace a bitmap drawing and convert to a vector.
11. Edit an existing piece of vector art.

Standard V: Visual Techniques Drawing and Painting

5. Develop compositions and works using non-traditional techniques both printed and linear graphics (TV commercials, videos, etc)

Standard X: Portfolio

1. Explore and identify content of a professional portfolio
2. Select, organize, develop and refine a marketable portfolio

Aligned to Washington State Standards

Arts

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- Refines work based on feedback, self-reflection, and aesthetic criteria.
- Presents work to others in a performance, exhibition, and/or production.
- Performs work for others in a performance and/or production.

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- Selects artistic resources, materials and/or repertoire to create, perform and present.
- Analyzes the structure, context and/or aesthetics of the work.
- Interprets meaning through personal understanding of the work and/or performance.
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Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Science

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation
- ☑ Think Creatively
- ☑ Work Creatively with Other
- ☑ Implement Innovations

Creative Thinking and Problem Solving
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Media Literacy
- ☑ Analyze Media
- ☑ Create Media Products

Information, Communications, and Technology (ICT Literacy)
- ☑ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability
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- ☑ Be Flexible

Initiative and Self-Direction
- ☑ Mange Goals and Time
- ☑ Work Independently
- ☑ Be Self-Directed Learners

Social and Cross-Cultural
- ☑ Interact Effectively with Other
- ☑ Work Effectively in Diverse Teams

Productivity and Accountability
- ☑ Manage Projects
- ☑ Produce Results

Leadership and Responsibility
- ☑ Guide and Lead Others
- ☑ Be Responsible to Others

Unit 3 PORTFOLIO DEVELOPMENT	Hours: 60

Performance Assessment(s):

Formative
8-12 Portfolio Project Pieces

Leadership Alignment:

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Communication - Speaking and Listening
Health and Fitness
Language
Mathematics
Reading
Science
Social Studies
Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation
- ☑ Think Creatively
- ☑ Work Creatively with Other
- ☑ Implement Innovations

Creative Thinking and Problem Solving
- ☑ Reason Effectively
- ☑ Use Systems Thinking
- ☑ Make Judgements and Decisions
- ☑ Solve Problems

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- ☑ Communicate Clearly
- ☑ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy
- ☑ Access and Evaluate Information
- ☑ Use and Manage Information

Media Literacy
- ☑ Analyze Media
- ☑ Create Media Products

Information, Communications, and Technology (ICT Literacy)
- ☑ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability
- ☑ Adapt to Change
- ☑ Be Flexible

Initiative and Self-Direction
- ☑ Mange Goals and Time
- ☑ Work Independently
- ☑ Be Self-Directed Learners

Social and Cross-Cultural
- ☑ Interact Effectively with Other
- ☑ Work Effectively in Diverse Teams

Productivity and Accountability
- ☑ Manage Projects
- ☑ Produce Results

Leadership and Responsibility
- ☑ Guide and Lead Others
- ☑ Be Responsible to Others

Unit 4 LEADERSHIP / CAREER	Hours: 5

Performance Assessment(s):

Formative
Leadership activites and research
Self Assesment of Careers (WOIS)

Summative
Leadership component
Career Comparison (WOIS)
Final Career Research Product

Leadership Alignment:

Career Preparation - TSA

Participants research technology-related careers designated by the Bureau of Labor Statistics as falling in the top ten employment growth areas in the near future. Participants research and prepare a resume and cover letter for each of the careers noted. Semifinalists participate in an on-site job interview related to one of the careers. Participants research each of the careers in the specified year. For 2014: Meteorologist, Software Engineer, Construction Project manager

Standards and Competencies

Standard WR 1: Career Planning

WR-1.1 Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments;

WR-1.2 Explore the career clusters as defined by the U.S. Department of Education and summarize the career opportunities in a cluster of personal interest;

WR-1.3 Create a personal career portfolio including academic, certification and technical-skill requirement, career opportunities, expected wages, skills and aptitude necessary and the impact of technology on careers of personal interest.

WR-1.4 Determine academic/training or certification requirements for transition from one learning level to the next and explore opportunities for earning credit/certifications in high school such as advanced placement, tech prep, International Baccalaureate, college in the high school, military and apprenticeship opportunities.

WR-1.8 Prepare a personal budget reflecting desired lifestyle and compare and contrast at least three careers of interest in regards to salary expectations and education/training costs.

WR-1.9 Prepare a program of study for at least one career of interest

WR-1.10 Apply knowledge gained from individual assessment to a set of goals and a career plan

WR-1.11 Develop strategies to make an effective transition from school to career

Standard WR 2: Personal Success

WR-2.1 Implement effective study skills for academic success;

WR-2.2 Develop personal goals using SMART (Specific Measurable Attainable Realistic Timely), objectives and strategies.

WR-2.7 Identify skills that can be transferable among a variety of careers.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

CC: College and Career Readiness Anchor Standards for Reading

Integration of Knowledge and Ideas

7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Science

Social Studies

Writing

CC: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation
- ☑ Think Creatively
- ☑ Work Creatively with Other
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Productivity and Accountability
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- ☑ Produce Results

Leadership and Responsibility
- ☐ Guide and Lead Others
- ☑ Be Responsible to Others

Unit 5 REFLECTION EVALUATION	Hours: 3

Performance Assessment(s):

Formative
Peer Critique Techniques
Self Evaluation Process

Summative
Final Self Portfolio Evaluation
Final Peer Portfolio Evaluation

Leadership Alignment:

Career Preparation - TSA

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Standards and Competencies

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WR-2.2 Develop personal goals using SMART (Specific Measurable Attainable Realistic Timely), objectives and strategies.
WR-2.3 Use interpersonal skills to facilitate effective teamwork;
WR-2.4 Use a problem-solving model and critical-thinking skills to make informed decisions;
WR-2.5 Use effective time-management and goal-setting strategies;
WR-2.6 Effectively use information and communication technology tools; and
WR-2.7 Identify skills that can be transferable among a variety of careers.
WR-2.8 Create and complete appropriate documents such as electronic portfolio, personal resumé, employment application, letter of intent, letters of recommendation and thank you letters.
WR-2.9 Complete job search documents, including job applications and W-4 forms;
WR-2.10 Demonstrate proper interview techniques in various situations;

Aligned to Washington State Standards

Arts

Arts 2.0 The student demonstrates thinking skills using artistic processes.
  - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
  - Reflects for the purpose of self-evaluation and improvement of the creative work.
  - Refines work based on feedback, self-reflection, and aesthetic criteria.
  - Presents work to others in a performance, exhibition, and/or production.
  - Performs work for others in a performance and/or production.
2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):
  - Identifies audience and purpose of the work and/or performance.
  - Selects artistic resources, materials and/or repertoire to create, perform and present.

- Analyzes the structure, context and/or aesthetics of the work.
- Interprets meaning through personal understanding of the work and/or performance.
- Rehearses, adjusts, and refines through evaluation, reflection and problem solving.
- Presents, exhibits, and produces work and/or performance for others.
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- Applies a responding process to an arts presentation working towards independence with teacher mentoring.

Arts 3.0 The student communicates through the arts.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

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Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Health and Fitness
Language
Mathematics
Reading
Science
Social Studies
Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation
- ☑ Think Creatively
- ☑ Work Creatively with Other
- ☐ Implement Innovations

Creative Thinking and Problem Solving
- ☑ Reason Effectively
- ☐ Use Systems Thinking
- ☑ Make Judgements and Decisions
- ☑ Solve Problems

Communication and Collaboratio
- ☑ Communicate Clearly
- ☑ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy
- ☑ Access and Evaluate Information
- ☑ Use and Manage Information

Media Literacy
- ☑ Analyze Media
- ☐ Create Media Products

Information, Communications, and Technology (ICT Literacy)
- ☑ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability
- ☑ Adapt to Change
- ☑ Be Flexible

Initiative and Self-Direction
- ☐ Mange Goals and Time
- ☑ Work Independently
- ☑ Be Self-Directed Learners

Social and Cross-Cultural
- ☑ Interact Effectively with Other
- ☑ Work Effectively in Diverse Teams

Productivity and Accountability
- ☑ Manage Projects
- ☑ Produce Results

Leadership and Responsibility
- ☑ Guide and Lead Others
- ☑ Be Responsible to Others