COURSE OF STUDY UNIT PLANNING GUIDE
FOR:
GRAPHIC DESIGN

GRADE LEVEL: 9-12   **PREPARED BY: CAROLYN WAGNER**

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Dumont High School **SCHOOL**
DUMONT, NEW JERSEY

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ALIGNED TO THE NJSLS AND B.O.E. ADOPTED AUGUST 22, 2019

Graphic Design – Grade 9-12 – Full Year – 5 Credits

This course will explore graphic design, from history to current practices. Students will gain an understanding of typography, color, print and digital formats, composition, commercial and fine art design. Students will produce graphic design products that will include common commercial items such as business cards, brochures, book cover designs, web and social media products. The main course of study will include exposure to the Adobe Suite of software, including Adobe Photoshop and Adobe Illustrator.

Grade Distribution

Categories -
Class participation 20%

Teacher will make an assessment as to how well the student is prepared for class each day, attentiveness and energy to projects being created. Class participation follows through to project participation. Each student is expected to work to the best of their individual ability.

Project grades 60%

Students are expected to complete all projects assigned. Teacher will make an assessment as to students work based on their individual ability, following of directions, craftsmanship* and meeting the objectives of the given assignment.

* The ability to demonstrate pride and neatness in one's own work.

Care/Use of Materials/Equipment 20%

Students will be evaluated on their use of tools and materials in the art room. Care and safety will be followed at all times. Students are expected to mirror the demonstrated application of tools and materials for expected outcomes.

Marking Period/Final Exams

Full-year Courses	Weighting	Semester Courses	Weighting
Quarter 1	22.5% of final grade	Quarter 1	45% of final grade
Quarter 2	22.5% of final grade	Quarter 2	45% of final grade
Quarter 3	22.5% of final grade	Final Exam	10% of final grade
Quarter 4	22.5% of final grade		
Final Exam	10% of final grade		

The objectives listed in each unit are repeated several times during a school year, giving the students of Dumont the ability to approach the objectives at various maturity levels.

The four areas of study are: 1) Art History and Culture, 2) Creation and Performance, 3) Aesthetic Application, 4) Critique and Responses are incorporated into each unit. This gives the art specialist the ability to focus and enhance areas of needed concentration. In addition, it allows for the ability to bring in a discipline-based art program that exposes the students to historical eras, and cultural diversity.

When possible, the art curriculum may relate to other content disciplines. It is important however to maintain the integrity of the units when designing these interdisciplinary lessons. By effectively incorporating the art curriculum into other subject matter, students gain a deeper understanding of the importance of the arts in our everyday lives.

Specific to Graphic Design class, students will learn about the history of graphic design, from the printing press to the influence of the Bauhaus. Students will be exposed to many facets of design, print and digital media. Students gain experience with the Adobe Suite of software, namely Adobe Photoshop and Adobe Illustrator. Students will be expected to create multiple products during their course of study including business cards, brochures, book cover designs and web and social media products.

Philosophy

"Art Education expands the mind. It sensitizes the child to new

intellectual potentials. Perhaps the teaching of art, more than any other

educational experience is concerned with growth of the human potential."

-Nelson Rockefeller

Art education expands the mind. It provides an opportunity to help students build meaningful connections among the various fields of learning though genuine experiences. The arts provide a means to develop each student's potential by building self-esteem and confidence, through problem solving, critical thinking, and the use of materials. Since art accommodates different learning styles while still requiring self-discipline, the role of art is significant in reaching the alienated and disadvantaged student. Art is a universal language providing a way to express feelings and ideas that words cannot convey. It offers a way of understanding oneself and it enables connections between art and our own culture and the cultures of diverse people. That is why art should be a central strand of the curriculum.

Art is open to everyone.

Art provides an opportunity for self-expression.

Art sharpens awareness of the visual world.

Art adjust to the individual's capabilities.

Art allows for understanding of our cultural heritage.

Graphic Design
Unit Outlines
Grade level: 9-12

Enduring Understanding:
-art tools aid in the development of fine and gross motor skills
-art tools allow for individual expression/style
-art skills are a necessary part of life
-art enables completed works exhibited inside and outside of the classroom
-art creation develops critical thinking
-art techniques are present in daily life
-art allows for understanding of cultures
-art can be assessed through discussion and critique
-art can cause an intellectual and emotional reaction

Application of Formal and Informal Properties:
Elements: line, shape, texture, space, value, color, form
Principles: balance, movement, pattern, emphasis, contrast, unity, rhythm

UNIT 1	UNIT TITLE: History of Graphic Design
CHAPTERS/TOPIC COVERED:	Xylography, Typography, Lithography, History of the Printing Press,
UNIT LENGTH: 9 weeks	

Performance Indicators (Standards and Objectives)	NJSLS: Visual Arts: 1.1.12.D.1, 1.1.12.D.2 1.2.12.A.1, 1.2.12.A.2 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3 Students will gain a historical background on the origins of graphic design. This exploration will include the development of the printing press, xylography, typography and lithography and the influence these have had on the development of graphic design as an art form.
Interdisciplinary Standards	SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 6.1.12 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.
Essential Questions	What is the history of graphic design? What were the most common forms of printing/printmaking?
Activities (Approximate Time Frame)	Students will explore the different forms of printing used throughout the history of graphic design. The invention and development of type and printing will be the focus in this unit. Students will be assigned various projects to explore and understand the process of printing and its impact on the development of graphic design. Students will look at periods in history that will include poster design from the use of 'Broadsides', the french Belle Epoque, the Art Nouveau movement, Lithography, War Posters from WWI and WWII, Dadaism, Russian Avant Garde, Japanese Ukiyo-e, Surrealism, Minimalism, Commercial Design posters, including the work of artists such as, Jules Cheret, Alphonse Mucha, Joseph Binder, Jean Carlu, Alexander Rodchenko, Bauhaus, Walter Gropius, Herbert Bayer, Lazlo Moholy-Nagy, Josef Albers, WPA projects, Andy Warhol, Push Pin Studios, Milton Glasier. Projects will include a section on the history of a specific movement or artist as well as a personal exploration and corresponding project, poster design within historical genre, postcard, or

	flyer. Time frame per artists/movement will be 2-3 weeks.
Strategies/ Methods/ Vocabulary	Online research, Visual demonstrations, Google Classroom Presentation, PowerPoint slides/ Notebook Presentations, Design examples, Student Work Xylography, hand painted/drawing, printing press, typography, color gradient, air brush, serif, sans serif, block print, broadsides, large type, wood type, metal type, pica, point, art nouveau, illustration, typefaces, lithography, oil/water/acid, Dadaism, Russian Avant Garde, Japanese Ukiyo-e, Surrealism, Minimalism, Commercial Design, Bauhaus.
Resources (Including Digital Tools)	Adobe Illustrator and Photoshop, Digital Printer Paper, Digital Color Printer Dependent upon unit the following resources will be used: internet sites, various artists from the past and present, books/magazines, teacher examples, student examples, visuals/posters, digital images, laptop cart, iPads/Apps, SMART board, SMART notebook files.
21st Century Standards	**Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11, CRP12** **Personal Financial Literacy: 9.1.12.A.3, 9.1.12.A.4, 9.1.12.A.9**
Differentiation/ Accommodations/ Modifications	**Gifted and Talented: Advanced technical skill instruction; Expanded project options; Peer modeling** **English Language Learners: Allow student to use dictionary; Verbal testing; Extended time; Repeat/rephrase directions and concepts for understanding; Visual Demonstration; Partner Study** **Students with Disabilities:Modified tests/quizzes; Simplified or alternative assignments; Extra time if needed; Provide students with notes and study guides; Reminders; Repeat/rephrase directions and concepts for understanding; Visual demonstration, with visual aids and project steps outlined** **Students at Risk of School Failure: Provide students with notes and study guides; Reminders; Communicate with parents; Give positive reinforcement**
Technology Standards	**8.1.12.A.1, 8.1.12.A.2, 8.1.12.A.3** **8.1.12.B.2** **8.1.12.C.1** **8.1.12.D.1, 8.1.12.D.3, 8.1.12.D.5** **8.1.12.E.1** **8.1.12.F.1**
Assessments	**Formative: Evaluation of student understanding of concepts; Evaluation of students exposure to technology; Student dexterity with devices**

	Summative: Student success of completed projects; Evaluation rubrics; Completed project grades

UNIT 2 **CHAPTERS/TOPIC COVERED:** **UNIT LENGTH: 9 weeks**	**UNIT TITLE: History of Graphic Design Part II** **Major Art Movement Influences in Design**
Performance Indicators (Standards and Objectives)	**NJSLS:** **Visual Arts:** **1.1.12.D.1, 1.1.12.D.2** **1.2.12.A.1, 1.2.12.A.2** **1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5** **1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4,** **1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3** Students will gain a historical background on the origins of graphic design. We will look at the various art movements that have influenced graphic design including the art nouveau period, war posters, commercial design, including the Bauhaus, Modernism, Deconstructivism and other current trends.
Interdisciplinary Standards	**SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.** **6.1.12 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.** **6.2.12 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures.**
Essential Questions	What is the history of graphic design? What are the major influences, people, cultures and technologies that have driven the development of graphic design as an art form?
Activities	Students will be assigned various graphic design projects based on major influences throughout the history

(Approximate Time Frame)	and development of graphic design as an art form. Students will look at periods in history that will include poster design from the use of 'Broadsides', the french Belle Epoque, the Art Nouveau movement, Lithography, War Posters from WWI and WWII, Dadaism, Russian Avant Garde, Japanese Ukiyo-e, Surrealism, Minimalism, Commercial Design posters, including the work of artists such as, Jules Cheret, Alphonse Mucha, Joseph Binder, Jean Carlu, Alexander Rodchenko, Bauhaus, Walter Gropius, Herbert Bayer, Lazlo Moholy-Nagy, Modernism, Deconstructivism, Josef Albers, WPA projects, Andy Warhol, Push Pin Studios, Milton Glaser. Projects will include a section on the history of a specific movement or artist as well as a personal exploration and corresponding project, poster design within historical genre, postcard or flyer. Time frame per artists/movement will be 2-3 weeks.
Strategies/ Methods/ Vocabulary	Online research, Visual demonstrations, Google Classroom Presentation, PowerPoint slides/ Notebook Presentations, Design examples, Student Work Xylography, hand painted/drawing, printing press, typography, color gradient, air brush, serif, sans serif, block print, broadsides, large type, wood type, metal type, pica, point, art nouveau, illustration, typefaces, lithography, oil/water/acid, Dadaism, Russian Avant Garde, Japanese Ukiyo-e, Surrealism, Minimalism, Commercial Design, Bauhaus, Modernism, Deconstructivism.
Resources (Including Digital Tools)	Adobe Illustrator and Photoshop, Digital Printer Paper, Digital Color Printer Dependent upon unit the following resources will be used: internet sites, various artists from the past and present, books/magazines, teacher examples, student examples, visuals/posters, digital images, laptop cart, iPads/Apps, SMART board, SMART notebook files.
21st Century Standards	**Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11, CRP12** **Personal Financial Literacy: 9.1.12.A.3, 9.1.12.A.4, 9.1.12.A.9**
Differentiation/ Accommodations/ Modifications	**Gifted and Talented: Advanced technical skill instruction; Expanded project options; Peer modeling** **English Language Learners: Allow student to use dictionary; Verbal testing; Extended time; Repeat/rephrase directions and concepts for understanding; Visual Demonstration; Partner Study** **Students with Disabilities:Modified tests/quizzes; Simplified or alternative assignments; Extra time if needed; Provide students with notes and study guides; Reminders; Repeat/rephrase directions and concepts for understanding; Visual demonstration, with visual aids and project steps outlined** **Students at Risk of School Failure: Provide students with notes and study guides; Reminders; Communicate with parents; Give positive reinforcement**

Technology Standards	8.1.12.A.1, 8.1.12.A.2, 8.1.12.A.3 8.1.12.B.2 8.1.12.C.1 8.1.12.D.1, 8.1.12.D.3, 8.1.12.D.5 8.1.12.E.1 8.1.12.F.1
Assessments	Formative: Evaluation of student understanding of concepts; Evaluation of students exposure to technology; Student dexterity with devices Summative: Student success of completed projects; Evaluation rubrics; Completed project grades

UNIT 3 CHAPTERS/TOPIC COVERED: UNIT LENGTH: 9 weeks	UNIT TITLE: Introduction into Adobe Suite Adobe Photoshop, Adobe Illustrator
Performance Indicators (Standards and Objectives)	NJSLS: Visual Arts: 1.1.12.D.1, 1.1.12.D.2 1.2.12.A.1, 1.2.12.A.2 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3 Students will learn about the various tools and functions in both Adobe Illustrator and Adobe Photoshop. Using their own design, they will manipulate in Illustrator and Photoshop to achieve varying effects.
Interdisciplinary Standards	W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a

	problem.
Essential Questions	How is Adobe Illustrator used as an illustration/typography tool? What are the various tool-sets and functions that can be used in Illustrator and their associated effects? How is Adobe Photoshop used as a photography tool? What are the various tool-sets and functions that can be used in Photoshop and their associated effects? How can Photoshop be used to alter, recreate or appropriate photos to enhance or deconstruct photos for varied effect?
Activities (Approximate Time Frame)	Students will explore the many functions of Adobe Illustrator and Photoshop through demonstration, research and experimentation. As a collaborative effort, students will break out specific tools, functions and features within the software application. Students will be assigned individually or in pairs to research and document each tool, function or feature of the application. Project assignments will be given based on common tools and features for ease of use and student assimilation with the software. Project samples will include package design, book cover design, cd/album cover design, movie poster design, business cards/resume, map/signage, menu design. Time Frame per assignment approximately 1-2 weeks.
Strategies/ Methods/ Vocabulary	Online research, Visual demonstrations, Google Classroom Presentation, PowerPoint slides/ Notebook Presentations, Design examples, Student Work Illustrator, Photoshop, ai, psd, jpg, pdg, svg, Layers, Filters, Toolbar, Selection, Direct Selection, Marquis, Lasso, Wand, Crop, Dropper, Spot Healing, Paint brush, Clone Stamp, History Brush, Eraser, Gradient Blend, Mesh, Blend, Blur, Dodge, Pen, Artboard, Slice, Hand, Zoom, Type, Font, Character, Style, Tracking, Kerning, Leading, Baseline, Path, Clipping Path, Vector, Bezier Curve, Pixel, Rasterize, Anti-alias, Dither, Feather, Shape, Option, Magnifier, Color Palette, RGB, CMYK, Greyscale, Duotone, Indexed Color, Resolution (DPI) Import/Export, Contrast, Levels, Curves, Exposure, Vibrance, Hue/Saturation, Color Balance, B/W, Invert, Posterize, HDR, Mask, Transform, Stroke, Aspect Ratio, Image Trace, Clipping Mask, Compound Path, Glyphs, Guides, Bounding Box.
Resources (Including Digital Tools)	Adobe Illustrator and Photoshop, Digital Printer Paper, Digital Color Printer Dependent upon unit the following resources will be used: internet sites, various artists from the past and present, books/magazines, teacher examples, student examples, visuals/posters, digital images, laptop cart, iPads/Apps, SMART board, SMART notebook files.
21st Century Standards	**Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11, CRP12** **Personal Financial Literacy: 9.1.12.A.3, 9.1.12.A.4, 9.1.12.A.9**

Differentiation/ Accommodations/ Modifications	**Gifted and Talented:** Advanced technical skill instruction; Expanded project options; Peer modeling **English Language Learners:** Allow student to use dictionary; Verbal testing; Extended time; Repeat/rephrase directions and concepts for understanding; Visual Demonstration; Partner Study **Students with Disabilities:** Modified tests/quizzes; Simplified or alternative assignments; Extra time if needed; Provide students with notes and study guides; Reminders; Repeat/rephrase directions and concepts for understanding; Visual demonstration, with visual aids and project steps outlined **Students at Risk of School Failure:** Provide students with notes and study guides; Reminders; Communicate with parents; Give positive reinforcement
Technology Standards	8.1.12.A.1, 8.1.12.A.2, 8.1.12.A.3 8.1.12.B.2 8.1.12.C.1 8.1.12.D.1, 8.1.12.D.3, 8.1.12.D.5 8.1.12.E.1 8.1.12.F.1
Assessments	**Formative:** Evaluation of student understanding of concepts; Evaluation of students exposure to technology; Student dexterity with devices **Summative:** Student success of completed projects; Evaluation rubrics; Completed project grades

UNIT 4 **CHAPTERS/TOPIC COVERED:** **UNIT LENGTH: 9 weeks**	**UNIT TITLE: Current Design Trends, Digital/Social Media** **Digital Distribution, Web, Social Media, Apps**
Performance Indicators (Standards and Objectives)	**NJSLS:** **Visual Arts:** 1.1.12.D.1, 1.1.12.D.2 1.2.12.A.1, 1.2.12.A.2 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3

	Students will learn about the different digital platforms designers create for today. Using the history and tools acquired in the earlier units, students will be tasked with creating their own versions of digital media, web sites, branding, social media outlets, interactive design features.
Interdisciplinary Standards	**W.9-10.7. Conduct short, sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrate understanding of the subject under investigation.** **RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.** **6.3.12 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.**
Essential Questions	What are the different forms of digital media output? How are designers impacting the way we interact in the world today?
Activities (Approximate Time Frame)	Building upon the previous units, students will explore the varying forms of digital media. From web page design to interactive interface design, students will explore branding and corporate identity standards, as well as social media branding. Time Frame per assignment approximately 3 weeks.
Strategies/ Methods/ Vocabulary	Online research, Visual demonstrations, Google Classroom Presentation, PowerPoint slides/ Notebook Presentations, Design examples, Student Work Design standards, typography, color palette, wire frame design, story-boards, look and feel, branding, corporate identity, accessible design, responsive adaptive design, ui, gui, user interface, dpi, pixel, resolution, screen real estate, click stream, interactive, mobile design, app design, web-safe fonts, index color, rgb, hexadecimal color
Resources (Including Digital Tools)	Adobe Illustrator and Photoshop, Digital Printer Paper, Digital Color Printer Dependent upon unit the following resources will be used: internet sites, various artists from the past and present, books/magazines, teacher examples, student examples, visuals/posters, digital images, laptop cart, iPads/Apps, SMART board, SMART notebook files.
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Differentiation/ Accommodations/ Modifications	**Gifted and Talented: Advanced technical skill instruction; Expanded project options; Peer modeling/tutoring** **English Language Learners: Allow student to use dictionary; Verbal testing; Extended time; Repeat/rephrase directions and concepts for understanding; Visual Demonstration; Partner Study** **Students with Disabilities:Modified tests/quizzes; Simplified or alternative assignments; Extra time if needed; Provide students with notes and study guides; Reminders; Repeat/rephrase directions and concepts for understanding; Visual demonstration, with visual aids and project steps outlined** **Students at Risk of School Failure: Provide students with notes and study guides; Reminders; Communicate with parents; Give positive reinforcement**
Technology Standards	**8.1.12.A.1, 8.1.12.A.2, 8.1.12.A.3** **8.1.12.B.2** **8.1.12.C.1** **8.1.12.D.1, 8.1.12.D.3, 8.1.12.D.5** **8.1.12.E.1**
Assessments	**Formative: Evaluation of student understanding of concepts; Evaluation of students exposure to technology; Student dexterity with devices** **Summative: Student success of completed projects; Evaluation rubrics; Completed project grades**