Escondido Union High School District

Advanced Graphic Design

EUHSD Board Approval Date: 2/13/18
The EUHSD Advanced Graphic Design curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study and serves as the first course in an Arts, Media, and Entertainment industry sector pathway of courses. The curriculum document is updated annually based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Unit
E. References to key essential design and implementation documents

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school college and career ready. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”

A key design consideration in the transition to the new California State Standards is a focus on changes in pedagogy. The instructional shifts related to the California Common Core State Standards guide classroom teaching and student learning and provide the foundation of curriculum and instructional design for the EUHSD program of study. Key considerations of these instructional shifts can be found by visiting the following URL: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

The curriculum document is aligned to the California Career Technical Education Model Curriculum Standards and, specifically, the Arts, Media, and Entertainment Anchor and Pathway standards. A detailed list of resources around which the EUHSD curriculum are found on the web at the following locations:

Advanced Graphic Design Course Description

The Advanced Graphic Design course is the final course in the EUHSD Graphic Design, Visual, and Media Arts sub-pathway, which is part of the Arts, Media, and Entertainment Industry Sector. This course is designed to build on the Graphic Design introductory class and provides students the opportunity to advance and expand their understanding regarding the process of proposing, designing, and producing digital and print graphic design products as well as understanding the impact and role that visual art/graphic design has on society and culture. Students review and build on what they learned in the introductory course regarding composition, layout, digital art, illustration, typography, photo manipulation, and collaborative project creation and management that incorporate these and other elements. Using a variety of software tools, students create and print products for a variety of projects including real-world applications such as school related events and activities. Students develop a professional industry standard portfolio-demonstrating master of the learning standards. This class is one year in length and is intended for students who wish to continue their education in graphic design, digital illustration, and/or multimedia art by building a design portfolio and providing design work for the school community.

Advanced Graphic Design Course Requirements

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>One Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>10-12</td>
</tr>
<tr>
<td>UC/CSU Requirement:</td>
<td>Meets UC/CSU approval as an “f” requirement.</td>
</tr>
<tr>
<td>Graduation Requirement:</td>
<td>Meets Fine Arts or CTE requirement or, general elective requirement</td>
</tr>
<tr>
<td>Course Numbers (Semester A):</td>
<td>7788</td>
</tr>
<tr>
<td>Transcript Abbreviation (Semester A):</td>
<td>ADV GRPH DSGN (P) A</td>
</tr>
<tr>
<td>Course Numbers (Semester B):</td>
<td>7789</td>
</tr>
<tr>
<td>Transcript Abbreviation (Semester B):</td>
<td>ADV GRPH DSGN (P) B</td>
</tr>
<tr>
<td>Credits:</td>
<td>10 (5 per semester)</td>
</tr>
<tr>
<td>Repeatable for Credit:</td>
<td>Yes</td>
</tr>
<tr>
<td>Required Prerequisite/s:</td>
<td>Graphic Design</td>
</tr>
<tr>
<td>Recommended Prerequisite/s:</td>
<td>None</td>
</tr>
<tr>
<td>Industry Sector:</td>
<td>Arts, Media, and Entertainment</td>
</tr>
<tr>
<td>Career Pathway:</td>
<td>Design, Visual, and Media Arts / Sub-Pathway: Graphic Design</td>
</tr>
<tr>
<td>Board Approval Date (Curriculum):</td>
<td>2/13/18</td>
</tr>
<tr>
<td>Board Approval Date (Materials):</td>
<td></td>
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<tr>
<td>Core Instructional Material/s:</td>
<td>N/A</td>
</tr>
<tr>
<td>Supplemental Instructional Material/s:</td>
<td>Various teacher resources as outlined in the Scope and Sequence.</td>
</tr>
<tr>
<td>Technology Resource/s:</td>
<td>Computer lab workspace, computers (e.g. desktop computers, tablets, etc.), multimedia printers</td>
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<td></td>
<td>Industry standard design software (e.g. InDesign, Illustrator, Photoshop, etc.)</td>
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<tr>
<td>Assessment/s:</td>
<td>Advanced Graphic Design is a project-based course. Each unit of study outlines specific project based key assignments and corresponding assessments.</td>
</tr>
<tr>
<td>Strategies for Meeting the Needs of English Learners:</td>
<td>Utilize the student information system to acquire the language levels of EUHSD English Learners.</td>
</tr>
<tr>
<td></td>
<td>In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: <a href="http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf">http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</a></td>
</tr>
<tr>
<td></td>
<td>In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: <a href="http://www.cde.ca.gov/ci/tl/cf/documents/elaeldfwchapter11.pdf">http://www.cde.ca.gov/ci/tl/cf/documents/elaeldfwchapter11.pdf</a></td>
</tr>
</tbody>
</table>
Advanced Graphic Design Scope and Sequence Guide

The Scope and Sequence Guide for this course is informed by the California Learning Standards and delineates the concepts and skills students are expected to acquire in order to meet College and Career Readiness expectations set for by the state and local board approved guidelines. Each unit of study is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. This Scope and Sequence document provides guidelines for instructors to ensure they have the necessary information related to content and pedagogy to guarantee students can meet the learning objectives of the course. The document is updated as needed based on input from all stakeholders to ensure it meets the needs of students.

All Career Technical Education coursework in the EUHSD is based on a series of state-adopted CTE standards which include the CTE Knowledge and Performance Anchor Standards, the California Standards for Career Ready Practice, and the CTE Model Curriculum Pathway Specific Standards. Not every standard and its related learning objective is included in the Scope and Sequence Guide since this document provides the essential pathway focus standards and key learning objectives for each unit with the related assignments and assessments. However, all of the CTE model Curriculum Pathway Standards are imbued in the student tasks throughout the course with specific standards emphasized in particular units in order to ensure students build the skills to ensure their success.

The CTE Standards for Career Ready Practice and CTE Model Curriculum Pathway Specific Standards below are integrated throughout the units and describe the fundamental knowledge and skills that a career ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a given pathway/program of study.

**CTE Standards for Career Ready Practice**

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason [both in writing and verbally].
3. Develop an education and career plan aligned with personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial literacy.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural and global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

**CTE Model Curriculum Pathway Specific Standards**

1.0 Academics: Analyze and apply appropriate academic standards...
2.0 Communications: Acquire and accurately use general academic and domain specific words...
3.0 Career Planning and Management: Integrate multiple sources of information...
4.0 Technology: Use technology, including the Internet, to produce, publish, and update writing...
5.0 Problem Solving and Critical Thinking: Conduct short as well as more sustained research...
6.0 Health and Safety: Determine the meaning of symbols, key words [related to health and safety...]
7.0 Responsibility and Flexibility: Initiate and participate in a range of collaborative discussions...
8.0 Ethics and Legal Responsibilities: Respond thoughtfully to diverse perspectives...
9.0 Leadership and Teamwork: Work with peers...[to] set clear goals,...establish individual roles...
10.0 Technical Knowledge and Skills: Use technology...to produce, publish, and update...products...
11.0 Demonstration and Application: Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators...
### Advanced Graphic Design Scope and Sequence (Semester A)

#### Unit 1 – Orientation and Review of the Elements and Principles of Advanced Graphic Design

**Length:** 2 weeks

<table>
<thead>
<tr>
<th>Focus Unit Standards</th>
<th>Key Learning Objectives &amp; Tasks</th>
<th>Key Unit Assignments &amp; Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.</td>
<td>Students will…</td>
<td>• Students respond to a variety of text-based questions requiring them to create written and verbal responses demonstrating their understanding.</td>
</tr>
<tr>
<td>A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.</td>
<td>• Review the procedures and expectations of the course related to computer and software use and the creation and maintenance of a work portfolio that includes both physical and digital work products.</td>
<td>• Students will analyze and critique graphic design samples/models identifying the key elements.</td>
</tr>
<tr>
<td>A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.</td>
<td>• Demonstrate their understanding of the basic concepts and skills covered in the introductory course such as line, color, shape/form, space, etc.</td>
<td>• Students will engage in tasks (e.g. simple product creation) requiring them to demonstrate their understanding of the tools they will be using including software (e.g. Photoshop, Illustrator and InDesign).</td>
</tr>
<tr>
<td>A1.3 Describe the use of the elements of art to express mood in digital or traditional artwork found in the commercial environment.</td>
<td>• Demonstrate understanding of course related software.</td>
<td><strong>Sample Performance Task:</strong> Students create a multimedia presentation that includes both traditional and digital design elements to demonstrate their understanding of the fundamental elements and principles of graphic design. Students find an existing digital production reflecting the elements and principles of sound graphic design. They write a statement of understanding pertaining to each design and how it reflects both the elements and principles of design. Students will self-assess their own project using the provided scoring rubric and students write a brief summary reflection on the research experience. Students will cite all digital resources appropriately and will upload their product to their digital portfolio for teacher review.</td>
</tr>
<tr>
<td>A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.</td>
<td>• Collaborate with other students and the instructor as they view and respond to a variety of industry related artistic products to demonstrate their previously acquired learning and skills, including key vocabulary.</td>
<td>• Students will engage in tasks (e.g. simple product creation) requiring them to demonstrate their understanding of the tools they will be using including software (e.g. Photoshop, Illustrator and InDesign).</td>
</tr>
<tr>
<td>A1.5 Research and analyze the work of an artist or designer and how the artist’s distinctive style contributes to their industry production.</td>
<td>• Describe the various elements of art that express mood in digital or traditional artwork.</td>
<td><strong>Sample Performance Task:</strong> Students create a multimedia presentation that includes both traditional and digital design elements to demonstrate their understanding of the fundamental elements and principles of graphic design. Students find an existing digital production reflecting the elements and principles of sound graphic design. They write a statement of understanding pertaining to each design and how it reflects both the elements and principles of design. Students will self-assess their own project using the provided scoring rubric and students write a brief summary reflection on the research experience. Students will cite all digital resources appropriately and will upload their product to their digital portfolio for teacher review.</td>
</tr>
<tr>
<td>A1.6 Compare and analyze artwork done using electronic media with those done with materials traditionally used in the visual arts.</td>
<td>• Research and analyze the work of an artist or designer of their choice to demonstrate their previously acquired understanding pertaining to each design and how it reflects both the elements and principles of design. Students will self-assess their own project using the provided scoring rubric and students write a brief summary reflection on the research experience. Students will cite all digital resources appropriately and will upload their product to their digital portfolio for teacher review.</td>
<td>• Students respond to a variety of text-based questions requiring them to create written and verbal responses demonstrating their understanding.</td>
</tr>
<tr>
<td>A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.</td>
<td>• Analyze and discuss the various elements of art that express mood in digital or traditional artwork.</td>
<td>• Students will engage in tasks (e.g. simple product creation) requiring them to demonstrate their understanding of the tools they will be using including software (e.g. Photoshop, Illustrator and InDesign).</td>
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<tr>
<td>A1.9 Analyze the material used by a given artist and describe how its use influences the meaning of the work.</td>
<td>• Describe the various elements of art that express mood in digital or traditional artwork.</td>
<td>• Students respond to a variety of text-based questions requiring them to create written and verbal responses demonstrating their understanding.</td>
</tr>
<tr>
<td>A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.</td>
<td>• Analyze and discuss the various elements of art that express mood in digital or traditional artwork.</td>
<td>• Students will engage in tasks (e.g. simple product creation) requiring them to demonstrate their understanding of the tools they will be using including software (e.g. Photoshop, Illustrator and InDesign).</td>
</tr>
<tr>
<td>A4.2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).</td>
<td>• Analyze and discuss the various elements of art that express mood in digital or traditional artwork.</td>
<td>• Students respond to a variety of text-based questions requiring them to create written and verbal responses demonstrating their understanding.</td>
</tr>
<tr>
<td>A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.</td>
<td>• Analyze and discuss the various elements of art that express mood in digital or traditional artwork.</td>
<td>• Students will engage in tasks (e.g. simple product creation) requiring them to demonstrate their understanding of the tools they will be using including software (e.g. Photoshop, Illustrator and InDesign).</td>
</tr>
</tbody>
</table>

### Instructional Resources:
- Web research lessons/best practices website - https://sites.google.com/site/gwebsearcheducation/lessonplans
- Purdue Writing Center - https://owl.english.purdue.edu/owl/
# Advanced Graphic Design Scope and Sequence

## Unit 2 – History of Branding and Visual Identity

**Length:** 3-4 Weeks

### Unit Description:
In Unit 2, students build on the elements of art and principles of design as they conduct research to enhance their understanding of the impact of history and culture on the development and advancement of design. Students explore the way in which a region and/or designer’s culture influence both the creation of a design and the way in which it is perceived by individuals and groups both locally and globally. Specific attention will be spent on examining current digital works of art and images for their historical and cultural significance. Students will apply their learning to all the required projects and designs for the remainder of the course, specifically on the end of semester and end of unit project presentations. Students create a timeline of a specific logo design to demonstrate their understanding of the history and evolution of graphic/logo design and the various social and environmental impacts.

### Key Unit Standards:
- A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.
- A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.
  - A3.1 Identify and describe the role and influence of new technologies on contemporary arts industry.
  - A3.2 Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products.
  - A3.3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in artwork in an industry setting.
  - A3.4 Identify art in international industry and discuss ways in which the work reflects cultural perspective.
  - A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications.
  - A3.6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures.
- A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.
- A4.2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).
- A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
- A8.5 Differentiate writing processes, formats, and conventions used for various media.

### Key Learning Objectives & Tasks:

**Students will…**
- Assess the impact of history and culture on the development of media with a focus on digital media and logo and industrial art.
- Cite primary sources in support of findings.
- Investigate universal design principles.
- Research and explore the history of logos and branding and their relationship with art and graphic design.
- Research and describe through compare and contrast the effective and ineffective principles of logo design.
- Brainstorm, discuss, plan and design custom logo creations based on their research and the best practices/methodologies that they have research and explored.
- Apply industry standards for history and culture to presentations/designs.
- Utilize the internet to conduct short and sustained research.
- Identify the way in which a person’s culture affects design.
- Develop a written summary of research.

### Key Unit Assignments & Assessments:
- Students engage in a collaborative research project that requires them to review and more deeply explore the impact of graphic design on history and culture with a focus on logo design and how artistic elements influence culture and the economy. They create a timeline to demonstrate their understanding.
- **Sample Performance Tasks:** Students create—or recreate—an existing brand logo. They must include the fundamental design elements and principles discussed and researched.
- Students present their research findings and logos and analyze the elements of design principles against contemporary design beat practices and standards. They are to produce writing, visual/graphic design products, and verbal components and continue to use formal research citations including formal academic and technical language.
Instructional Resources:

- Purdue Writing Center - [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)
Advanced Graphic Design Scope and Sequence
Unit 3 – Design, Layout & Digital Composition
(Web Creation, Photographic Composition, Typography)
Length: 10-12 Weeks

Unit Description: In Unit 3, students build on their knowledge and skills related to the elements of art and principles of design by creating original works of art utilizing industry software. Students will begin by reviewing a variety of design, typography, and photography and their applications. They will then create their own original design product by working with industry standard software (e.g. Adobe Photoshop, InDesign, Illustrator) to create a design that reflects a relevant issue in contemporary society focusing on the typography and its impact in conveying a design’s message. Students will also apply the ideas and concepts on historical and cultural impact and significance to the student’s artistic works. Through utilization of the digital tools, students will create a public service advertisement and a magazine spread/layout.

The students will submit their design proposals to their teacher with their rationale for specific design.

Key Unit Standards:

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.
A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.
A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.
A1.3 Describe the use of the elements of art to express mood in digital or traditional artwork found in the commercial environment.
A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.
A1.6 Compare and analyze artwork done using electronic media with those done with materials traditionally used in the visual arts.
A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
A1.9 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.
A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.
A4.1 Develop written consumer assessment rubrics for separate, industry-specific art products.
A4.3 Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective.
A4.4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project.
A4.6 Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.

Key Learning Objectives & Tasks:

Students will…
- Build on their previous knowledge regarding design, typography, and photography by researching, exploring, discussing and writing about these elements.
- Students will analyze, assess, and identify the effective application of industry-standard concepts and practices related to the elements of art and principles of design for a variety of graphic design products.
- Utilize a specific industry application to create a variety of design products related to these three elements.
- Continue to use appropriate industry related vocabulary.
- Plan and manage time effectively to complete projects/products.
- Communicate their ideas to others.
- Advocate for their own design.
- Interpret design for social and cultural significance.
- Use citation and technology according to industry standards.
- Identify the appropriate uses for typography according to industry standards.
- Conduct presentations and critique others presentation.

Key Unit Assignments & Assessments:

- Design Layout Project: Students will create a digital magazine cover in Photoshop to demonstrate their knowledge of layers, masks, filters, image adjustment types, text wrapping, etc.
- Typography Project: Students will demonstrate their knowledge and practical skills regarding the difference between concordant and conflicting fonts, design typography shape (e.g. animals), etc.
- Photography Project: Students engage in a studio product photo shoot requiring them to produce photographs and design elements that involve the appropriate technical use of composition, lighting, and camera operation.
- Sample Performance Task: To demonstrate the concepts and skills acquired in Unit 3 regarding design, layout, and composition, students create a product advertisement layout, which they will add to their student work portfolio. They will present their work to an audience of their peers and provide and receive critical feedback on the aforementioned graphic design elements.
A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

<table>
<thead>
<tr>
<th>Instructional Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Best Examples of Typography Website - <a href="http://www.awwwards.com/websites/typography/">http://www.awwwards.com/websites/typography/</a></td>
</tr>
<tr>
<td>• Creative Blog – 18 Typography resources - <a href="http://www.creativeblog.com/typography/top-typography-resources-912816">http://www.creativeblog.com/typography/top-typography-resources-912816</a></td>
</tr>
<tr>
<td>• Start Up Brothers Website (selecting business names) - <a href="http://startupbros.com/how-to-pick-the-perfect-name-for-your-business-or-startup/">http://startupbros.com/how-to-pick-the-perfect-name-for-your-business-or-startup/</a></td>
</tr>
<tr>
<td>• Photoshop Video Tutorials - <a href="https://www.youtube.com/user/NewWorldOnw">https://www.youtube.com/user/NewWorldOnw</a></td>
</tr>
<tr>
<td>• Photoshop Tutorials - <a href="https://helpx.adobe.com/photoshop/tutorials.html">https://helpx.adobe.com/photoshop/tutorials.html</a></td>
</tr>
<tr>
<td>• PDF from Getty Center (Principles of Design) - <a href="https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf">https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf</a></td>
</tr>
<tr>
<td>• PDF from Getty Center (Elements of Art) - <a href="https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf">https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf</a></td>
</tr>
<tr>
<td>• Trade Show resources - <a href="http://tradeshowresources.com/">http://tradeshowresources.com/</a></td>
</tr>
<tr>
<td>• Ed Tech Digital Portfolio resource - <a href="http://gettingsmart.com/2015/06/every-student-should-have-a-digital-portfolio/">http://gettingsmart.com/2015/06/every-student-should-have-a-digital-portfolio/</a></td>
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Advanced Graphic Design Scope and Sequence (Semester B)
Unit 4 – Multimedia Creation Project
Length: 8 Weeks

Unit Description: In Unit 4, students apply artistic skills and processes in an industry-relevant project-based learning task. Students demonstrate their knowledge and skills by engaging in a multimedia design project that centers on motion picture brand marketing assets including posters, trailers, and other design products. Throughout the unit students apply refined observation and drawing skills (both digital & traditional) in their analysis of these products; they research, discuss, and write about the essential elements of effective design. After conducting their research and analysis, students create their own multimedia works of art related to the motion picture industry using their knowledge and skills related to media and technology.

Unit Standards:
A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.
A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.
A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem.
A2.4 Use visual metaphors in creating an artistic product.
A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.
A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.
A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.
A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.
A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.
A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.
A5.7 Synthesize traditional artwork and new technologies to design an artistic product to be used by a specific industry.
A6.0 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Key Learning Objectives & Tasks:
Students will...
- Apply refined observation and drawing skills to solve an industry-related problem.
- Research, discuss and write about a variety of essential elements of effective graphic design with an emphasis on color and design features.
- Explore and review the design and development of the effective elements of trailer creation including title, tagline, typography/font, etc.).
- Demonstrate skill in the manipulation of digital imagery in an industry-relevant application by creating novel digital design products that reflect complex ideas and practices such as color theory, distortion, scale, expressive content, etc.

Key Unit Assignments & Assessments:
- Students research and explore motion picture brand marketing assets including posters, trailers, and other related promotional design products. Students are tasked with analyzing these assets (including applying refined observation and traditional drawing skills) to solve industry related problems through a multimedia-based project.
- Sample Performance Tasks: Students will apply sound principles of design by creating a digital video trailer, which they will present to the class.
- Students will analyze and write informative critiques of their own and one another’s digital products and refine their products based on reflection and feedback.
A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

**Instructional Resources:**

- Trade show resources - [http://tradeshowresources.com/](http://tradeshowresources.com/)
- Color Wheel Tutorial UTUBE - [https://www.youtube.com/watch?v=nJroXX6cvow](https://www.youtube.com/watch?v=nJroXX6cvow)
- Color Wheel Artist.com basic color wheel - [http://color-wheel-artist.com/basic-color-wheel.html](http://color-wheel-artist.com/basic-color-wheel.html)
# Advanced Graphic Design Scope and Sequence

## Unit 5 – Career Research and Portfolio Creation

### Length: 10-12 Weeks

**Unit Description:** In Unit 5, students engage in the final construction and organization of their culminating work portfolio. The students’ portfolio includes essential industry competencies and commercially applicable skills as well as course-related academic/conceptual learning artifacts that will be used to assess the students’ overall progress in the course and pathway. The work of constructing and analyzing the portfolio will be done both individually and collaboratively; students will engage in a variety of personal and peer assessment with support from the instructor. The second portion of this unit explores the possible job careers available in graphic design in order to identify essential industry competencies, explore commercial applications and develop a career specific personal plan. As part of the unity of study, students conduct an authentic job search using websites and tools, which provide active job postings in the industries related to the pathway. Students create a job application portfolio that includes a cover letter, resume, letters of recommendation, and additional documents, including sample work. Students also engage in mock job interviews designed to assess their conceptual and practical skills.

### Unit Standards:

<table>
<thead>
<tr>
<th>A1.0</th>
<th>Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.</th>
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<tbody>
<tr>
<td>A2.0</td>
<td>Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.</td>
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<tr>
<td>A2.1</td>
<td>Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.</td>
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<tr>
<td>A2.2</td>
<td>Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant product.</td>
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<tr>
<td>A2.3</td>
<td>Apply refined observation and drawing skills to solve an industry-relevant problem.</td>
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<tr>
<td>2.6</td>
<td>Create an artistic product that involves the effective use of the elements of art and the principles of design.</td>
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<tr>
<td>2.7</td>
<td>Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.</td>
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<td>2.8</td>
<td>Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.</td>
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<td>A2.9</td>
<td>Create a multimedia work of art that demonstrates knowledge of media and technology skills.</td>
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<tr>
<td>A4.0</td>
<td>Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.</td>
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<tr>
<td>A4.6</td>
<td>Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective.</td>
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<tr>
<td>A5.0</td>
<td>Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.</td>
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<tr>
<td>A5.1</td>
<td>Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.</td>
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<tr>
<td>A5.2</td>
<td>Explore the role of art and design across various industry sectors and content areas.</td>
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### Key Learning Objectives & Tasks:

**Students will…**

- Review the array of concepts and skills they have acquired in light of specific career options.  
- Identify essential industry competencies and compare these expectations to the work they have engaged in thus far in the introductory and advanced course.  
- Explore commercial applications of the knowledge and skills attained in this course and develop a career specific personal plan.  
- Engage in research related to specific job offers currently being advertised.  
- Create a digital design to showcase their specific skills and interests utilizing industry standard technical tools aligned to an industry specification rubric.  
- Publish a digital portfolio of their work using the internet/web.  
- Critique their own work and that of others utilizing industry specific standards/rubrics for digital design.  
- Practice time management and organizational skills.  
- Use a variety of digital and print resources.  
- Create artistic projects utilizing principles of design and elements of art.  

### Key Unit Assignments & Assessments:

- **Industry Job Search Project:** Students create a job application portfolio based on a real-world job search and research project. After finding a real job posting, students create a cover letter, resume, and any additional documents the job requires including sample work.  
- **Mock Job Interview:** Students engage in a mock job interview during which they demonstrate their learning from the course in terms of both technical and employment related skills.  
- **Mock Trade-Show/Job Fair Project Creation Tasks:** In this unit, students will be provided with opportunities to create novel design projects such as a spiral bound look-book. In this unit, students will have the creative freedom to work on a promotional piece to display at the mock tradeshow/job fair.  
- **PortfolioCulminating Project:** Students demonstrate the culmination of their learning in this pathway by creating a full-featured website design package that will allow them to demonstrate the full portfolio of their learning (concepts and practical skills acquired) to an audience. This web-based portfolio will include the essential industry related competencies including elements of navigation, dynamic layout, content design, and style/aesthetics. Students will be expected to utilize the industry-relevant software applications.  
- **Students will also design/write a final reflection of their learning with as specific focus on the web-based portfolio project.**
A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.
A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.
A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.
A6.0 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

**Instructional Resources:**

- Website for Designing Proposals - [https://blog.bidsketch.com/selling-web-design/how-to-write-a-web-design-proposal/](https://blog.bidsketch.com/selling-web-design/how-to-write-a-web-design-proposal/)
- Tricks for preparing for a Tradeshow - [http://www.inc.com/ss/8-tricks-trade-show](http://www.inc.com/ss/8-tricks-trade-show)
- Purdue Writing Center - [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)