

PROGRAM CONCENTRATION: Architecture, Construction,
Communications & Transportation
CAREER PATHWAY: Graphic Design
COURSE TITLE: Advanced Graphic Design

Course Description: Students will continue to explore the principles of design and layout procedures as they relate to graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and school-based and work-based learning opportunities.

PORTFOLIO

The student will explore and develop the graphic design portfolio and resume in electronic, print, and photographic form.

ACCT-AGD-1. Students will understand and demonstrate the development of a professional portfolio.

- a. List the criteria for selecting artwork.
- b. Collect and refine all previous graphic design projects.
- c. Develop a professional resume using word processing software. (eg. Word, Microsoft Works or iWork Pages).
- d. Practice giving and receiving constructive criticism of portfolios.
- e. List characteristics and content of portfolios for employment and post-secondary admissions.
- f. Critique various types of packaging (case, digital, web pages).

Academic Standards:

ELA10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

PROFESSIONAL PRACTICES

The student will research suggested pricing and ethical guidelines as established by the Graphic Artists Guild and the Association of Independent Graphic Arts (AIGA).

ACCT-AGD-2. Students will study professional business ethics utilized throughout the graphic design industry.

- a. Create a simulated professional client/designer contract.
- b. Explore pricing options for various graphic design applications.
- c. Research billing practices and effective operating procedures.

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MM2P3 Students will communicate mathematically.

MM2P1 Students will solve problems (using appropriate technology).

EMPLOYABILITY PREPARATION

The student will study and practice the employability skills needed to acquire and maintain employment in the graphic design industry.

ACCT-AGD-3. Students will determine requirements for selected careers.

- a. Determine post-secondary educational requirements for selected careers.
- b. Research how to locate job listings through a variety of sources (Internet, clubs, associations, networking).
- c. Complete a practice job application form.
- d. Study the fundamentals of employer/employee, client/designer working relationships.

Academic Standards:

ELA10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA10W2 The students demonstrates competence in a variety of genres.

ELA10W3 The students uses research and technology to support writing.

ELA 10RI2 The student identifies, analyzes, and applies knowledge of theme in literary works and provides evidence from the works to support understanding.

ADVANCED PROBLEM SOLVING /METHODOLOGY

The student will study the methodology of graphic design as it relates to project application, criticism, and theory.

ACCT-AGD-4. Students will understand the importance of developing a project from concept thru completion.

- a. Formulate strategies for brainstorming and organizing content.
- b. Explore different target audiences and the most effective media selection or mix.
- c. Evaluate the performance of existing marketing strategies.
- d. Employ terminology in the field of graphic design.
- e. Apply creative thinking skills to artistic problems, such as rhetoric.

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ACCT-AGD-5. Students will explore the process of project production.

- a. Design a self-marketing logo and collateral (business card, letterhead).
- b. Design self-promoting product (brochure, website, podcast).
- c. Prepare a time line and budget for selected project.
- d. List steps and resources needed for project completion.
- e. Create a CD package design.
- f. Identify a client and design a promotional poster on their behalf.
- g. Design and produce a product and corresponding packaging.
- h. Design an information site for the web.
- i. Design identity and promotional products for a non-profit organization.
- j. Research, layout, and produce a booklet in the style of a well-known graphic designer.

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ACCT-AGD-6. Students will explore digital imaging and multimedia.

- a. Define the application of digital photography in electronic imaging.
- b. Define basic terms associated with digital photography.
- c. Identify various formats for saving electronic images (JPEG, TIFF, PSD, EPS).

- d. Take basic photographs incorporating elements of principles of design.
- e. Utilize software for making adjustments to electronic images.
- f. Critique digital photos for appropriate composition.
- g. Prepare a process color file for separation.
- h. Prepare electronic files for digital imaging.
- i. Demonstrate use of computer software for illustration of work as per assignments.
- j. Analyze and interpret artwork in terms of form, context, purpose, and critical modes.
- k. Maintain a sketchbook/journal/electronic file of art produced to add to personal portfolio.

Academic Standard:

ELA10RL5 The student acquires new vocabulary in each content area and uses it correctly.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAE-RC-1 Students will enhance reading in all curriculum areas by: Reading in All Curriculum Areas

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

Discussing Books

- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author's purpose in writing.
- Recognize the features of disciplinary texts.

Building Vocabulary Knowledge

- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

Establishing Context

- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.