



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Visual Communications 2</div> <p> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 2px; width: 45%;">VAPA</div> <div style="border: 1px solid black; padding: 2px; width: 45%;">9381 - 02</div> </div>	<p>Subject Area:</p> <p> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input checked="" type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div>	<p>Grade Level(s)</p> <p> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 </p>
<p>Was this course <u>previously approved by UC</u> for PUHSD?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>(Will be verified by Ed Services)</p> <p>If Yes, which A-G Requirement does this course meet?</p> <div style="border: 1px solid black; padding: 2px; width: 100%; margin-bottom: 5px;">F</div>	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><i>Single Subject: Art & Graphic Arts</i> <i>Specific Supplementary Auth: Graphic Arts</i></p> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px; width: 60%; margin-bottom: 5px;"> </div> <div style="border: 1px solid black; padding: 2px; width: 30%; margin-bottom: 5px;"> <p style="text-align: center;">1/3/2024</p> </div> </div> <p style="display: flex; justify-content: space-between; margin-top: 5px;"> Signature Date </p>	
<p>Submitted by: Yasmeen Eid Site: Heritage High School Date: Email: yasmeen.eid@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other: </p>	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		01/10/2024
Asst. Superintendent of Educational Services		01-10-2024
Governing Board		

Prerequisite(s) (REQUIRED):

Visual Communications 1

Corequisite(s) (REQUIRED):

None

Brief Course Description (REQUIRED):

Visual Communications 2 is an advanced course that offers an interdisciplinary approach to multimedia communications. The curriculum will advance what students learned in Visual Communications 1 by adding the client/designer relationship to every project. Students will work with real clients to fully engage in the artistic process as well as to navigate real world experiences in a facilitated environment. This comprehensive program emphasizes the fundamentals of the elements of art and design. This class integrates research and writing techniques with artistic creation and expression. Students will develop an awareness of historical trends in design, and subject matter from diverse times, places, and cultures. Students achieve an understanding and appreciation of technology used as a tool in artistic expression as they strengthen their visual communication skills and knowledge of graphic design elements. They will learn to articulate their artistic expression via technological applications such as the Adobe Creative Cloud Software. Students will be instructed in the process of how to complete numerous graphic design compositions and projects by production deadlines. Students will process, respond to and judge compositions, projects and lay-outs using their knowledge of the elements and principles of multimedia design. A portfolio will be generated that can be used to demonstrate their abilities for college entrance and/or employment in the visual arts field.

B. COURSE CONTENT**Course Purpose (REQUIRED):**

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

1. Communicate effectively and professionally to clients through emails, presentations, and more (Standard 5).
2. Create informed design decisions based on cultures, history, and psychology. Students will be able to justify their design decisions via written reports (Standard 4).
3. Understand the different technologies used in regards to printing on various media (Standard 1.1).
4. Demonstrate ability to plan and create printed and electronic graphic design media for effective visual and verbal communications applying the elements of art and principles of design (Standard 1.2)
5. Analyze and make critical assessments about artwork using visual arts terminology (Standard 4)
6. Create preliminary idea sketches and produce various creative graphic design compositions and lay-outs using the Adobe Creative Suite Applications as artistic tools to express their conscious artistic choices (Standard 1.1, 1.2)

7. Understand historical contributions to and the cultural influence on visual communications and contemporary media (Standard 7.1)
8. Gain an awareness of the graphic design elements and graphic design artists by lectures, demonstrations, film clips, and readings presented in class (Standard 7.2)
9. Become familiar with careers, terminology, and methodology of visual communications (Standard 8)
10. Develop a portfolio of the student's original works of art (Standard 4, 11)

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

I. Designer/Client Relationships

A. Major Topics

1. Professionalism
2. Target Market
3. Different Roles/Jobs in a Design Agency
4. Presenting Work for Review

B. Instructional Objectives - Students will be able to:

1. Create a well balanced, unified design (Standard 1.1)
2. Develop a promotional campaign idea (Standard 1.1)
3. Apply design steps in creation of design (Standard 1.2)
4. Present design information clearly and professionally (Standard 5)

C. Methods and Activities

1. Each student will collaborate with a different club on campus to create promotional flyers
2. Students will practice sending professional emails about initial meeting times, goals, etc
3. Students will present comps during club meetings and revise designs as needed
4. Students will select the appropriate size and format for the promotional posters

II. Layout/Book Design

A. Major Topics

1. Anatomy of a book
2. Anatomy of a page
3. Typography
4. Paper stock - size and type
5. Function, purpose, location, and environment
6. Readability and accessibility

B. Instructional Objectives - Students will be able to:

1. Creatively apply emphasis and contrast strategies in graphic design (Standard 2.1)
2. Create graphic designs that are highly readable and appropriate for selected purposes (Standard 2.3)
3. Make appropriate font choices for specific design applications (Standard 6)
4. Identify the elements of art in works of art (Standard 8)

C. Methods and Activities

1. Create a cookbook with a unified theme (theme can be based on cultural backgrounds, personal experiences, etc).
2. Research how people use cookbooks to influence design choices.
3. Research and implement design accessibility requirements for printed books.

III. Personal Branding

- A. Major Topics
 - 1. Font psychology
 - 2. Color psychology
 - 3. Logos
 - 4. Professionalism
- B. Instructional Objectives - Students will be able to:
 - 1. Create and present logos (Standard 5)
 - 2. Make revisions based on feedback (Standard 3)
 - 3. Complete a written critique of a peer's design (Standard 3)
 - 4. Develop an essay describing and justifying design revisions (Standard 3)
- C. Methods and Activities
 - 1. Create a series of logos for a personal brand (as an individual or company)
 - 2. Complete each step of the design process
 - 3. Present and revise comps to peers during critique
 - 4. Create mock-ups of a business card and resume
 - 5. Write an essay to explain and justify how each design choice relates back to the personal brand

IV. Shirt/Apparel Design

- A. Major Topics
 - 1. Printing methods for fabric
 - 2. Readability
 - 3. File set-up for production design
 - 4. Budgeting for technical error
- B. Instructional Objectives - Students will be able to:
 - 1. Correctly identify purpose and intent of design (Standard 4)
 - 2. Correctly identify where design could be used in society (Standard 2.2)
 - 3. Describe technological advances (Standard 7.2)
 - 4. Use correct art vocabulary when discussing works of art (Standard 10)
- C. Methods and Activities
 - 1. Complete steps of the design process.
 - 2. Design a shirt for a client, paying attention to placement and accessibility.
 - 3. Print the shirts and other fabric products in class.

V. Packaging Design

- A. Major Topics
 - 1. Function
 - 2. Format
 - 3. Placement and Size
 - 4. Critical vs Brand Information
 - 5. Materials and Printing Processes
- B. Instructional Objectives - Students will be able to:
 - 1. Design professional displays with strong visual impact that emphasizes selected design principles (Standard 1.1)
 - 2. Create graphic designs that are highly readable and appropriate for selected purposes (Standard 2.3)

3. Complete a written critique of a peer's design (Standard 9)
- C. Methods and Activities
1. Create a package design for a drink bottle and the drink carrier
 2. Identify specific principles and elements of design used
 3. Select appropriate sizing for the critical information (nutrition labels, dietary info, etc)
 4. Research target markets to influence design choices
 5. Create a peer critique on the effectiveness of the design choices for the selected target market

VI. Accessibility & Design

- A. Major Topics
1. Color Deficiencies
 2. Visual Impairments
 3. Access to technology
 4. Language barriers
- B. Instructional Objectives - Students will be able to:
1. Correctly identify where design could be used in society (Standard 2.2)
 2. Identify major attributes and influences from various cultures (Standard 1.2, 11)
 3. Identify historical figures that influenced graphic design (Standard 1.2)
 4. Identify cultural factors that influenced design subject matter (Standard 1.2)
 5. Describe technological advances (Standard 7.2)
- C. Methods and Activities
1. Research different barriers people face in regards to accessing design
 2. Students will design a map with a focus on accessibility
 3. Complete each step of the design process
 4. Complete user testing among a diverse population to see the effectiveness of the design

VII. Web Design

- A. Major Topics
1. Target Market
 2. User experience
 3. User interface
 4. Rapid Prototyping process
 5. Comps
 6. Finals
 7. Revisions
 8. Local vs Global
- B. Instructional Objectives - Students will be able to:
1. Analyze web designs to determine how the elements were used to achieve the principle of design (Standard 4)
 2. Use Adobe Illustrator to organize the elements of art into a composition in a manner that creates emphasis on specific principles (Standard 1.1)
 3. Describe in detail the steps of the design process (Standard 1.1)
 4. Make revisions based on feedback (Standard 3)
 5. Develop a presentation describing and justifying design revisions (Standard 3)
- C. Methods and Activities
1. Work with a local business to create a design for a new website.
 2. Brainstorm different functions and goals for the site.

3. Create paper mocks ups with prompts to test usability on the target market.
4. Engage in rapid prototyping and adjust designs based on usability data.
5. Create low-fidelity and high-fidelity prototypes.
6. Create a presentation of the final data and designs for the client.

VIII. Experiential Marketing

A. Major Topics

1. Evolution of Experiential Marketing
2. Marketing vs. Experiential Marketing
3. Temporary graphics
4. Limitations in printed media
5. Jobs/Roles in Experiential Marketing
6. Budget and Time Restrictions
7. Color Matching

B. Instructional Objectives - Students will be able to:

1. Analyze works of art using the Art Criticism Model (Standard 4)
2. Correctly identify purpose and intent of design (Standard 4)
3. Describe technological advances (Standard 7.2)
4. Use Adobe Illustrator to organize the elements of art into a composition in a manner that creates emphasis on specific principles (Standard 1.1)
5. Develop an essay describing and justifying design revisions (Standard 3)

C. Methods and Activities

1. View different booth designs from various trade shows.
2. Create a booth design for a real or fictitious brand at an upcoming trade show.
3. Research and justify how the printed designs will create a specific experience.
4. Explain how the elements of art and principles of design inform the design decisions.
5. Brainstorm any limitations the design might have in regards to space, budget, etc.

IX. Motion Graphics

A. Major Topics

1. History of motion graphics
2. Technological advancements
3. Animation basics
4. Major figures in motion graphics

B. Instructional Objectives - Students will be able to:

1. Identify major attributes and influences from various cultures (Standard 1.2, 11)
2. Identify historical figures that influenced graphic design (Standard 1.2)
3. Describe technological advances (Standard 7.2)
4. Write a clear description of how the expressive quality of the elements of design affect works of art (Standard 3)
5. Make appropriate font choices for specific design applications (Standard 6)

C. Methods and Activities

1. View different typographic music videos.
2. Create a 1 minute typographic music video.
3. Storyboard the idea on paper via sketches.
4. Build the elements in Adobe Illustrator.
5. Use After Effects to create the animation.

6. Correctly identify how font psychology, color psychology, elements of art, and principles of design influence the design decisions.

X. Portfolio

A. Major Topics

1. Selecting Work
2. Artist resumes
3. Artist statements
4. Presentation skills

B. Instructional Objectives - Students will be able to:

1. Select work for a professional portfolio (Standard 4)
2. Write coherent, well-developed artists' statements. (Standard 3)
3. Use professional presentation and interview skills (STANDARD 7.1)

C. Methods and Activities

1. Select from the year's work, works of art to place into a portfolio
2. Refine projects and prepare for a digital portfolio
3. Develop a resume
4. Develop an artist statement that describes one's personal development of design styles
5. Presentation of work and interview by panel

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

- Analysis essay justifying design decisions
- Peer Critiques
- Self-Analysis Critiques
- Descriptive Articles
- Research related write ups on various Graphic Artists
- Article Copy
- Artist Statements

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1 TEACHERS EDITION ONLY

Title: Adobe Illustrator Classroom in a Book

Edition: 1st

Author: Brian Wood

ISBN: 0137967179

Publisher: Adobe Systems Incorporated

Publication Date: 2023

Usage:

- Primary Text
- Read in entirety or near

Textbook #2

Title: N/A	Edition: N/A
Author: N/A	ISBN: N/A
Publisher: N/A	Publication Date: N/A
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
Various tutorials, film clips, newspapers, magazines, and art exhibit flyers.	
Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach a backup as applicable.	
Cost for a class set of textbooks: \$0	Description of Additional Costs: Adobe Creative Cloud Suite
Additional costs:\$ \$59.99 Per Month Per Student	
Total cost per class set of instructional materials:	\$TBD based on Adobe pricing

Key Assignments (REQUIRED):		
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete		
Topic	Key Assignments	Assessment Criteria
Designer/Client Relationships - Professionalism - Target Market - Design Agency Careers - Presenting Work for Review	Each student will collaborate with a different club on campus to create promotional flyers for club rush. Students have to practice taking an initial design brief from their client, develop an appropriate design based on the client's needs and goals, and present progress to the client during club meetings. Students will have to make revisions per client request.	The poster will be assessed on successful use of the elements of art and principles of design as well as its ability to properly convey the client's goals and needs. Assessments will also include a mini portfolio of all client communication including but not limited to initial design briefs, emails, notes from presentations, etc. The mini portfolio will be paired with a small written reflection explaining what went well when working with a client as well as areas of growth for next time.

Layout/Book Design

- Anatomy of a book/page
- Typography
- Function, purpose, location, environment
- Readability and accessibility

Students will view different cookbooks and discuss their visual interest, effectiveness, and use of design. Students will then create their own cookbook with a unified theme. Students will have to research how people use cookbooks to influence their designs. Students will also look into design accessibility requirements for printed books.

Cookbook design will be assessed on the student's ability to create a well balanced, unified design. The book should be unified and emphasized through images and/or text. Evidence of each design step must be present. Final compositions should utilize the Principles of Design to produce an interesting, effective, and eye-catching design that includes technical requirements specified for the project.

Personal Branding

- Font psychology
- Color psychology
- Logos
- Professionalism

Students will view different logos and discuss their visual interest, effectiveness and use of design. They will create a series of logos for a personal brand or individual company. Students will present their designs to the class. Through the process students will make revisions based on class comments and peer critiques.

Logos will be assessed on the student's ability to create a unified set of logos for themselves. Evidence of each design process should be present. Students will be assessed based on their accuracy during peer critiques. Students will have to use correct visual arts terminology during the critique. Assessment will also include a written essay that justifies the revisions they made (or not made) based on a peer's critique. The essay must also explain and justify how each design choice relates back to their personal brand.

Shirt/Apparel Design

- Printing methods for fabric
- Readability
- File setup for production

Students will design a shirt for a client that focuses on placement and accessibility. Students will print the shirts in class using available techniques.

The shirt will be assessed on creative application of emphasis and contrast strategies. The shirt's readability and appropriateness for the purpose will be peer assessed by classmates. Students will be assessed by their ability to successfully set up a file for print.

Packaging Design

- Function
- Format
- Placement and Size
- Critical vs. Brand Info
- Materials and Printing Processes

Students will create a package design for a drink bottle and the drink carrier. Students will have to identify specific principles and elements of design used. Students will have to research appropriate sizing for critical information (nutrition labels, dietary info, etc). Students will participate in a peer

Package design will be assessed on the student's ability to create a design that uses specific principles and elements of design. Evidence of each design process should be present. Design should show evidence of the student's research regarding critical vs brand information. Designs should be

critique.

justified by target market research. Students will be assessed based on their accuracy during peer critiques. Students will have to use correct visual arts terminology during the critique.

Accessibility and Design

- Color Deficiencies
- Visual Impairments
- Access to technology
- Language barriers

Students will research different barriers people face in regards to accessing design (ex: color deficiencies, dyslexia, etc). Students will design a map with a focus on a specific disability. Students will have to test their design among users of a diverse population. Students will create a presentation about the barrier they were assigned and their findings.

Map designs will be assessed on the implementation of specific design elements that would help reduce barriers for people. Assessment will be determined by correct responses to questions, the ability to understand and assimilate information presented and thoughtful and well developed responses presented to the class.

Web Design

- User Experience
- User Interface
- Rapid Prototyping
- Local vs Global Changes

Students will work with a local business to create a design for a new website. Students will have to articulate functions and goals for the site. Students will engage in rapid prototyping and adjust designs based on usability data. Students will have to create a final design brief for the client including written explanations justifying their design decisions.

Students will be assessed on their ability to use the tools in the Adobe Creative Suite to create a highly technical, high image quality, interesting, visually stimulating thought provoking design that exemplifies the qualities of the organization promoted. Principles of design will be identified and assessed. The final design brief should be reflective and articulate not only the steps involved in designing but why choices were made.

Experiential Marketing

- Marketing vs Experiential Marketing
- Temporary Graphics
- Budget/Time Restrictions
- Color Matching

Students will analyze the designs and layouts of different booths from various trade shows. Students will then create a booth design for a real or fictitious brand at an upcoming trade show. Students will write an essay explaining how the elements of art and principles of design inform their design decisions.

Correct use of vocabulary when describing and analyzing the elements and principles in the artwork. Correct usage of the elements and principles of art in the various art pieces the student makes. Correct use of vocabulary when describing and analyzing their own artwork. Final artwork will consist of the artist's explanation and defense as to why certain elements are used and how they feel their design is successful.

Motion Graphics

- History of motion graphics
- Technological advancements

Students will view examples of different typography music videos. Students will create their own 1 minute typography music video by

Motion graphics will be assessed on the student's ability to create a unified design. Evidence of each design process should be present.

<ul style="list-style-type: none"> - Animation basics - Major figures in motion graphics 	<p>creating storyboards, mock ups, building elements in Adobe Illustrator and using After Effects to create the final product. Students will answer short response questions about how psychology and the elements of art and principles of design influence how we perceive motion graphics.</p>	<p>Students will be assessed based on their accuracy in their short response answers. Students will have to use correct visual arts terminology and correctly make relationships between font and color psychology with motion graphics.</p>
<p>Portfolio Development</p> <ul style="list-style-type: none"> - Selecting Work - Artist resumes - Artist statements - Presentation skills 	<p>Students will select work from within the school year to print and place inside a portfolio. They will spend time refining projects based on grades, critiques, and self evaluation. Finished works will be mounted and placed within the portfolio for presentation. Students will develop a resume and their artist statement that describes their personal development of design styles.</p>	<p>Portfolio will be assessed by set criteria and reviewed by the instructor, as will the resume.</p>

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

- Demonstrations
- Project-based learning
- Lecture with computer demonstration
- Critiques
- Cooperative learning
- Images as examples
- Class Discussions
- Sustained Silent Reading
- Guest Speakers

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Studio Projects
- Essays and reports
- Rubrics
- Sketchbooks
- Academic Prompts
- Journals
- Discussions
- Critiques
- Peer Assessment
- Research papers

- Presentations
- Student Demonstrations
- Portfolios
- Quizzes/Tests

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
10	Designer/Client Relationships Students will be able to: <ul style="list-style-type: none"> - Create a well balanced, unified design - Develop a promotional campaign idea - Apply design steps in creation of design - Present design information clearly and professionally 	1 - Generate and Conceptualize Artistic Ideas and Work 5 - Develop and Refine Artistic Techniques and Work for Presentation	N/A	N/A
15	Layout/Book Design Students will be able to: <ul style="list-style-type: none"> - Creatively apply emphasis and contrast strategies in graphic design - Create graphic designs that are highly readable and appropriate for selected purposes - Make appropriate font choices for specific design applications - Identify the elements of art in works of art 	2 - Organize and Develop Artistic Ideas and Work 6 - Convey Meaning Through the Presentation of Artistic Work 8 - Interpret Intent and Meaning in Artistic Work		
15	Personal Branding Students will be able to: <ul style="list-style-type: none"> - Create and present logos - Make revisions based on feedback - Complete a written critique of a peer's design - Develop an essay describing and justifying design revisions 	3 - Refine and Complete Artistic Work 5 - Develop and Refine Artistic Techniques and Work for Presentation		
15	Shirt/Apparel Design Students will be able to:	2 - Organize and Develop Artistic		

	<ul style="list-style-type: none"> - Correctly identify purpose and intent of design - Correctly identify where design could be used in society - Describe technological advances - Use correct art vocabulary when discussing works of art 	<p>Ideas and Work</p> <p>4 - Select, Analyze, and Interpret Artistic Work for Presentation</p> <p>7 - Perceive and Analyze Artistic Work</p> <p>10 - Synthesize and Relate Knowledge and Personal Experiences to Make Art</p>		
25	<p>Package Design Students will be able to:</p> <ul style="list-style-type: none"> - Design professional displays with strong visual impact that emphasizes selected design principles - Create graphic designs that are highly readable and appropriate for selected purposes - Complete a written critique of a peer's design 	<p>1 - Generate and Conceptualize Artistic Ideas and Work</p> <p>2 - Organize and Develop Artistic Ideas and Work</p> <p>9 - Apply Criteria to Evaluate Artistic Work</p>		
15	<p>Accessibility and Design Students will be able to:</p> <ul style="list-style-type: none"> - Correctly identify where design could be used in society - Identify major attributes and influences from various cultures - Identify historical figures that influenced graphic design - Identify cultural factors that influenced design subject matter - Describe technological advances 	<p>1 - Generate and Conceptualize Artistic Ideas and Work</p> <p>2 - Organize and Develop Artistic Ideas and Work</p> <p>7 - Perceive and Analyze Artistic Work</p> <p>11 - Relate Artistic Ideas and Works with Societal, Cultural, and</p>		

		Historical Context to Deepen Understanding		
25	<p>Web Design Students will be able to:</p> <ul style="list-style-type: none"> - Analyze web designs to determine how the elements were used to achieve the principle of design - Use Adobe Illustrator to organize the elements of art into a composition in a manner that creates emphasis on specific principles - Describe in detail the steps of the design process - Make revisions based on feedback - Develop a presentation describing and justifying design revisions 	<p>1 - Generate and Conceptualize Artistic Ideas and Work</p> <p>3 - Refine and Complete Artistic Work</p> <p>4 - Select, Analyze, and Interpret Artistic Work for Presentation</p>		
20	<p>Experiential Marketing Students will be able to:</p> <ul style="list-style-type: none"> - Analyze works of art using the Art Criticism Model - Correctly identify purpose and intent of design - Describe technological advances - Use Adobe Illustrator to organize the elements of art into a composition in a manner that creates emphasis on specific principles - Develop an essay describing and justifying design revisions 	<p>1 - Generate and Conceptualize Artistic Ideas and Work</p> <p>3 - Refine and Complete Artistic Work</p> <p>4 - Select, Analyze, and Interpret Artistic Work for Presentation</p> <p>7 - Perceive and Analyze Artistic Work</p>		
30	<p>Motion Graphics Students will be able to:</p> <ul style="list-style-type: none"> - Identify major attributes and influences from various cultures - Identify historical figures that influenced graphic design - Describe technological advances - Write a clear description of how the expressive quality of the elements of design affect works of art - Make appropriate font choices for specific design 	<p>1 - Generate and Conceptualize Artistic Ideas and Work</p> <p>3 - Refine and Complete Artistic Work</p> <p>6 - Convey Meaning</p>		

	applications	<p>Through the Presentation of Artistic Work</p> <p>7 - Perceive and Analyze Artistic Work</p> <p>11 - Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p>		
10	<p>Portfolio Development Students will be able to:</p> <ul style="list-style-type: none"> - Select work for a professional portfolio - Write coherent, well-developed artists' statements. - Use professional presentation and interview skills 	<p>3 - Refine and Complete Artistic Work</p> <p>4 - Select, Analyze, and Interpret Artistic Work for Presentation</p> <p>7 - Perceive and Analyze Artistic Work</p>		

C. HONORS COURSES ONLY	
Indicate how much this honors course is different from the standard course.	
N/A	

D. BACKGROUND INFORMATION	
Context for course (optional)	

History of Course Development (optional)