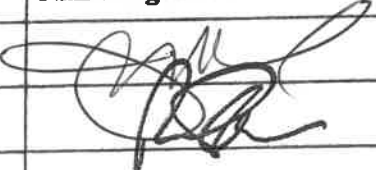



# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>Course Title:</b>  <input type="text" value="Visual Communications"/>  <input type="checkbox"/> New  <input checked="" type="checkbox"/> Revised</p>	<p><b>Subject Area:</b></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><b>Grade Level</b></p> <p><input type="checkbox"/> MS  <input checked="" 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><b>If revised previous course name if changed</b>  <input type="text" value="Same Name, old course number 154"/></p>	<p><b>Is this classified as a Career Technical Education course?</b></p> <p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>	
<p><b>Transcript Course Code/Number:</b>  <input type="text"/>          (To be assigned by Educational Services)</p>	<p><b>Credential Required to teach this course:</b>  <input type="text" value="SS, Art, Specific Supplementary Auth: Graph Arts"/>  <i>To be completed by Human Resources only.</i></p>	
<p><b>Required for Graduation:</b></p> <p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>	<p><input type="text" value="Signature"/>  <b>Signature</b></p> <p><input type="text" value="4/18/23"/>  <b>Date</b></p> <p><b>CalPADS CODE</b> <input type="text" value="9000-04"/></p>	
<p><b>Meets UC/CSU Requirements?</b></p> <p><input checked="" type="checkbox"/> Yes "G"  <input type="checkbox"/> No</p> <p><b>Was this course <u>previously approved by UC for PUHSD?</u></b></p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No          (Will be verified by Ed Services)</p>	<p><b>Meets "Honors" Requirements?</b></p> <p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>	
<p><b>Meets "AP" Requirements?</b></p> <p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>	<p><b>Unit Value/Length of Course:</b></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>	
<p><b>Submitted by: Dian Martin</b>  <b>Site: Educational Services</b>  <b>Date: 04/17/2023</b></p>		
<p><b>Approvals</b></p>	<p><b>Name/Signature</b></p>	<p><b>Date</b></p>
<p>Director of Curriculum &amp; Instruction</p>		<p>4/18/23</p>
<p>Asst. Superintendent of Educational Services</p>		<p>4/20/23</p>
<p>Governing Board</p>		

**10. Pre-Requisites**

*None*

**11. Co-Requisites**

*None*

**12. Brief Course Description:**

Visual Communications offers an interdisciplinary approach to multimedia communications. 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 Adobe Design 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 design 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**

**13. Course Purpose:**

*Upon completion of Visual Communications Students should be able to:*

1. Identify the elements of art and principles of 2-Dimensional Design via research and study of various contemporary works. (Standard 1.0)
2. Demonstrate ability to plan and create printed and electronic graphic design media for effective visual and verbal communications applying the elements of art and design. (Standard 2.0)
3. Analyze and make Critical assessments about artwork using visual arts terminology. (Standards 1.0 and 4.0)
4. Create preliminary idea sketches and produce various creative graphic design compositions and lay-outs using Adobe Creative Suite Applications as artistic tools to express their conscious artistic choices. (Standard 2.0, 5.0)
5. Understand historical contributions to and the cultural influence on visual communications and contemporary media (Standard 3.0)
6. Gain an awareness of the graphic design elements and graphic design artists by lectures, demonstrations, film clips, and readings presented in class. (Standards 1.0, 4.0, 5.0)
7. Become familiar with careers, terminology, and methodology of Visual Communications. (4.0)
8. Develop a portfolio of the student's original works of art. (Standard 5)

**14. Course Outline**-List all topics and subjects taught during the course. Describe each key assignment and by what criteria the key assignment will be assessed. Reference the standards as they are addressed and assessed throughout the course.

### Instructional Units

#### **I. Graphic Design in Our Society**

##### A. Major Topics

1. How design is used in our society
2. Examples of design applications
  - a. logos
  - b. brochures
  - c. products
  - d. marketing
  - e. engineering
  - f. symbols

##### B. Instructional Objectives

Students will be able to

1. Correctly identify purpose and intent of design. VA HS Standards (1.1)
2. Correctly identify where design could be used in society. VA HS Standards (3.1)
3. Create a well-thought-out written evaluation as to the effectiveness of selected published designs. VA HS Standards (4.5)

##### C. Method and Activities

1. View brochures, billboards, and magazine advertisements.
2. Correctly identify the purpose and intent of various brochures, magazine advertisements, and billboard designs.
3. Write well-developed critiques discussing the effectiveness of selected designs.

#### **II. History of Graphic Design**

##### A. Major Topics

1. Early design
2. Cultural influences
3. Technological advancements
4. Modern design
5. Major figures in design

##### B. Instructional objectives

Students will be able to

1. Identify major attributes and influences from various cultures. VA HS Standards (3.3)
2. Identify historical figures that influenced graphic design. VA HS Standards (1.3, 3.3)
3. Identify cultural factors that influenced design subject matter. VA HS Standards (3.1, 3.3)
4. Describe technological advances. VA HS Standards (3.2)

##### C. Method and Activities

1. Research major graphic figures and the history/development of graphic design.
2. Work in pairs to organize class notes and research material into a multimedia presentation that highlights the contributions of a major figure in graphic design.

### **III. Developing the Language of the Visual Art**

#### **A. Major Topics**

1. The Elements of Art
  - a. Line
  - b. Value
  - c. Shape
  - d. Color
  - e. Form
  - f. Texture
  - g. Space

#### **B. Instructional Objectives**

Students will be able to

1. Identify the elements of art in works of art.
2. Use correct of art vocabulary when discussing works of art. VA HS Standards (1.1)
3. Display competency when using the basic drawing tools and color picker of Adobe Illustrator. VA HS Standards (2.3)
4. Analyze works of art using the Art Criticism Model. VA HS Standards (4.5)
5. Write a clear description of how the expressive quality of the elements of design affect works of art. VA HS Standards (1.3)

#### **C. Method and Activities**

1. View various examples of artwork
  - a. Paintings
  - b. Sculpture
  - c. Graphic Design
2. Identify elements of art in works of art.
3. Use Adobe Illustrator to create exploratory non-representational compositional studies of each element of art.
4. Analyze real world designs as to how the expressive qualities of the elements of art are used and how that element affects the design.

### **IV. Developing the Language of the Visual Arts**

#### **A. Major Topics**

1. The Principles of Design
  - a. Balance
  - b. Unity
  - c. Emphasis
  - d. Contrast
  - e. Movement
  - f. Rhythm
  - g. Pattern/Repetition
2. Relationships Between Elements and Principles
3. Intermediate Drawing Techniques on Adobe Illustrator.

#### **B. Instructional Objectives**

Students will be able to

1. Identify the principles of design in works of art and graphic designs. VA HS Standards (1.1)
2. Analyze works of art to determine how the elements were used to achieve the principle of design. VA HS Standards (1.1)
3. Use Adobe Illustrator to organize the elements of art into a composition in a manner that creates emphasis on specific principles. VA HS Standards (2.3)

### C. Methods and Activities

1. View a series of artwork and graphic design pieces.
2. Identify the principle of design used in each work.
3. Analyze each work to determine how the use of the elements creates the principle of design.
4. Use the principles of design to solve a series of design problems.
5. Describe and explain how the elements of art were used to solve each design problem.

## V. Introduction to the Design Process

### A. Major Topics

1. Concept Development
2. Thumbnails
3. Roughs
4. Comps
5. Final Products

### B. Instructional Objectives

Students will be able to

1. Create quality illustration of steps of the design process. VA HS Standards(4.4)
2. Describe in detail the steps of the design process.

### C. Methods and Activities

1. Illustrate each step of the design process.
2. Describe and explain each step of the process.

## VI. Logo Design

### A. Major Topics

1. History of logos
2. Purpose of logos
3. Logo types
4. Text-based logos
5. Graphic based logos
6. Advanced Adobe Illustrator techniques

### B. Instructional Objectives

Students will be able to

1. Create and present logos. VA HS Standards (2.1)
2. Make revisions based on feedback. VA HS Standards (4.4)
3. Complete a written critique of a peer's design. VA HS Standards (4.5)
4. Develop an essay describing and justifying design revisions. VA HS Standards (4.3, 4.4)

### C. Methods and Activities

1. Create a series of logo designs for a company.
2. Complete each step of the design process.
3. Present five comps to company Board of Directors.
4. Revise comps based on feedback from Directors.
5. Develop a written critique of a peer's design
6. Write an essay to explain and to justify decision to make revisions (or not to make revisions) based on peer's critique of one's own design.

## VII. Page Layout Design

### A. Major Topics

1. Typography-Exploring Letter Styles/Fonts
  - a. Historical development of lettering.
  - b. Printing press to computers.

- c. Anatomy of a letter.
  - d. Appropriate use of fonts.
- B. Instructional Objectives**  
Students will be able to
- 1. Sort and describe the purpose of each font type. VA HS Standards (3.1)
  - 2. Correctly label anatomy (letter parts) of letters. VA HS Standards (3.2)
  - 3. Make appropriate font choices for specific design applications.
- C. Methods and Activities**
- 1. Gather examples of font styles from everyday magazines and newspapers.
  - 2. Sort examples into categories.
  - 3. Diagram the anatomy of each letter family.

## **VIII. Advertisement Layout**

### **A. Major topics**

#### **1. Magazine**

- a. Balance, unity, emphasis
- b. Photo manipulation
- c. Cropping, resizing, color enhancement
- d. Electronic page layout on Adobe Illustrator

### **B. Instructional Objectives**

Students will be able to

- 1. Create a well-balanced, unified design. VA HS Standards (2.1)
- 2. Develop a promotional campaign idea. VA HS Standards (5.1)
- 3. Apply design steps in creation of design. VA HS Standards (2.1)
- 4. Use Adobe Photoshop to crop, resize, and enhance colors. VA HS Standards (2.3)
- 5. Use Adobe InDesign electronic page layout. VA HS Standards (2.3)

### **C. Methods and Activities**

- 1. Create local business advertisement
- 2. Complete steps of the design process.

## **IX. Promotional Posters**

### **A. Major Topics**

- 1. Paper stock: sizes and type.
- 2. Function, purpose, location, and environment.
- 3. Readability: fonts, contrast graphics.
- 4. Vector-based graphics.
- 5. Advanced techniques in Adobe Illustrator.

### **B. Instructional Objectives**

Student will be able to

- 1. Creatively apply emphasis and contrast strategies in graphic designs. VA HS Standards (2.1, 2.3)
- 2. Create graphic designs that are highly readable and appropriate for selected purposes. VA HS Standards (2.1, 2.2)

### **C. Methods and Activities**

- 1. Create promotional poster for a school theatre performance. VA HS Standards (2.1, 5.1)
- 2. Read the script and attend school theatre performance rehearsals. VA HS Standards (2.1, 5.1)  
Illustrate poster using Adobe Illustrator. VA HS Standards (2.1, 5.1)

## **X Point-of-Service Displays**

### **A. Major Topics**

1. Function.
2. Formats.
3. Impact on the consumer.
4. Placement and size.

### **B. Instructional Objectives**

Students will be able to

1. Design professional displays with strong visual impact that emphasize selected design principles. VA HS Standards (2.1, 2.6, 1.4)

### **C. Methods and Activities**

1. Create a point-of-service display featuring hazardous waste and recycling programs for citywide use.
2. Select appropriate size and format for the display
3. Identify specific principle of design to emphasize in design.
4. Articulate how the principle of design is applied through the design process.
5. Create a peer critique focusing on how the selected specific design principle affected the overall composition.

## **XII. Portfolio Development**

### **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. VA HS Standards (2.2)
2. Write coherent, well-developed artists' statements. VA HS Standards (1.1)
3. Use professional presentation and interview skills.

### **C. Methods and Activities**

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

## **15. Writing Assignments**

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

- Analysis essay on the Surrealism Movement
- Peer Critiques
- Self-Analysis Critiques
- Descriptive articles
- Research related write ups on various Graphic Artists
- Article Copy

**16. General Assessment Methods and/or Tools**

Studio Projects  
Essays and reports  
Rubrics  
Sketchbooks  
Academic prompts  
Journals  
Discussions  
Critiques  
Peer assessment  
Research papers  
Presentations  
Student Demonstrations  
Portfolios  
Quizzes/Tests

**17. Instructional Strategies**

- Demonstrations
- Project-based Learning
- Lecture with Computer Presentation
- Cooperative Learning
- CD-ROM Images
- Class Discussions
- Sustained Silent Reading
- Guest Speakers

**18. (A) Textbook #1 TEACHERS EDITION ONLY**

Title: Adobe Creative Suite 5 Design Premium Classroom in a Book

Edition: 5

Publication Date: 2011

Publisher: Adobe Systems Incorporated

Author(s): Conrad Chavez

Usage:  Primary Text       Read in entirety or near entirety

**19 (B) Supplemental Instructional Materials (please describe)**

*PRINT* Magazine

*LAYERS* Magazine

*.NET* Magazine

Various tutorials, film clips, newspapers, and magazines, art exhibit flyers.



## 20. Key Assignments/Assessments/Standards

Topic	Key Assignments	Assessment Criteria	Standards Addressed
<p>Visual Communications and Graphic Design in our society:</p> <ul style="list-style-type: none"> <li>• How design is used in our society</li> <li>• Examples of design applications</li> </ul>	<p>Students will view various examples of Graphic Design applications (i.e., brochures, billboards, advertisements, found in our society. They will identify the Elements of Design within the art, showing examples of each and commenting on their effectiveness.</p>	<p>Correct identification of the purpose and intent of the design, where it could be used in society, and well thought out response to the effectiveness of the design.</p>	<p>1.0 Artistic Perception: Develop Perceptual Skills and Visual Arts Vocabulary 1.1 4.0 Aesthetic Valuing: Deriving Meaning 4.1</p>
<p>History of Visual Communications and Graphic Design:</p> <ul style="list-style-type: none"> <li>• Early Design</li> <li>• Cultural Influences</li> <li>• Technological Advances</li> <li>• Modern Design</li> <li>• Major Figures in Design</li> </ul>	<p>Students will view a multimedia presentation showing the development of graphic design from the beginning to contemporary design. Students will be tested on what was presented in the form of a written quiz, consisting of true/false and multiple choice questions, short answer questions and essay questions.</p>	<p>Assessment will be determined by correct responses to questions, the ability to understand and assimilate information presented and thoughtful and well developed responses written in essay form concerning historical figures of graphic design and cultural factors that have influenced graphic design.</p>	<p>1.0 Artistic Perception: Develop Perceptual Skills and Visual Arts Vocabulary 1.1, 1.2 3.0 Historical and Cultural Context: Role and Development of the Visual Arts 3.1, 3.2, 3.3</p>
<p>Introduction and use of Design Tools:</p> <ul style="list-style-type: none"> <li>• Classroom discussion on how advances in technology might change the definition and function of the visual arts</li> <li>• Discuss and demonstrate the current software used in the industry and how emerging technologies effect visual and graphic artists and their fields.</li> </ul>	<p>Student will complete a photo collage layout utilizing Adobe In Design and Illustrator labeling each tool and functions used to complete it.</p>	<p>Correct labeling and usage of design tools will be assessed by peer review as well as teacher.</p>	<p>2.0 Creative Expression: Skills Processes, Materials, and Tools 2.3</p>
<p>Learning the Language of Visual Art: Exploring the Elements of Art and Exploring the Principles of Design:</p> <ul style="list-style-type: none"> <li>• Exploring the Elements of Art: Line, Value, Shape, Form, Texture, Space, and their visual qualities</li> <li>• Expressive qualities of the elements</li> <li>• Design applications of elements</li> <li>• Four Step Method of Art Criticism</li> <li>• Using Adobe Illustrator and In Design as drawing tools.</li> <li>• Familiarize with the Principles of Design: Balance, Unity, Emphasis, Contrast, Movement, Rhythm, Pattern/Repetition and their visual qualities</li> <li>• Elements of Art relationships</li> </ul>	<p>Students will view various examples of artwork and graphic design. They will identify elements in the works. Students will retrieve from the internet examples of their own, identifying and illustrating the Elements of Art and commenting on effectiveness. Students will select two artworks, magazine ads, or photos to write about and analyze visual aspects of line, shape, form, color origins, material used, aesthetic value, symmetry, balance, pattern, rhythm, unity, emphasis and contrast using visual arts terminology. <b>Students will create sketches, a collage, a color wheel, a business card, a patterned design, a photo ID card, and a CD cover utilizing sketch pads, and Adobe In Design and Illustrator as their artistic tools.</b></p>	<p>Correct identification and usage of the Elements of Art in each viewing. Correct use of vocabulary when describing and analyzing the elements and the artwork. Correct line usage, shape and form demonstration, usage of symmetry and balance, rhythm, unity, color, emphasis, and contrast in various activities associated with each element. Correct use of vocabulary when describing and analyzing the elements in their own artwork. Correct historical time frames used to describe origins of color, and shape. Final artwork will consist of the artist's explanation and defense as to why certain elements and principles are used and how they feel their design is successful.</p>	<p>1.0 Artistic Perception: Develop Perceptual Skills and Visual Arts Vocabulary 1.1, 1.3 2.0 Creative Expression: Communication and Expression through Original Works of Art 2.6 3.0 Historical and Cultural Context: Diversity of the Visual Arts 3.3; 4.0 Aesthetic Valuing: Make Informed Judgments 4.5</p>

<p>Photo Restoration and its Contemporary Applications:</p> <ul style="list-style-type: none"> <li>• Study the use of photography through the years and major advances in the photography world.</li> <li>• Examination of contemporary uses of Photoshop in photo retouching and restoration and its career possibilities</li> <li>• Careful and effective restoration of provided, damaged photographs.</li> </ul>	<p>Students will examine a brief history of photography throughout the years and its technological advances. Many photographs will be viewed, especially those that have been damaged or faded through time. Contemporary applications of photo restoration and retouching will be emphasized and how they play an important role in professional photography. Students will then be given a number of damaged photographic images that they will repair and retouch in Photoshop.</p>	<p>Final product will be evaluated on skill in repairing and retouching a damaged photo. Image must conform to requirements of project. Final solution will be placed for peer review. Visual art vocabulary will be used in the critique.</p>	<ol style="list-style-type: none"> <li>1.0 Artistic Perception: Impact of Media Choice 1.5, 1.6</li> <li>2.0 Creative Expression: Skills Processes, Materials, and Tools 2.1, 2.2, 2.3</li> <li>3.0 Historical and Cultural Context: Role and Development of the Visual Arts 3.1, 3.2; Diversity of the Visual Arts 3.3, 3.4</li> <li>4.0 Aesthetic Valuing: Deriving Meaning 4.1, 4.2; Making Informed Judgments: 4.5</li> </ol>
<p>Humanitarian Organization Promotion: Webpage</p> <ul style="list-style-type: none"> <li>• Examine effective web page design and layout options.</li> <li>• Research a Humanitarian Organization and create an original mock-up promoting that organization.</li> </ul>	<p>Students will research a Humanitarian Organization of their choice and they will promote through a web page. After reviewing effective web page layout options, students will design their own original promotional campaign for the chosen organization. All stages of design will be adhered to and presented for approval. Critique by self and class will be submitted discussing the artist's ideas, motivations, decisions, and effectiveness of their design.</p>	<p>Students will be assessed on their ability to use the tools of Photoshop and other Adobe Creative Suite Software 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 self critique should be reflective and articulate not only the steps involved in designing but why choices were made.</p>	<ol style="list-style-type: none"> <li>1.0 Artistic Perception: Develop Perceptual Skills and Visual Arts Vocabulary 1.1, 1.2; Analyze Art Elements and Principles of Design 1.4</li> <li>2.0 Creative Expression: Skills, Processes, Materials, and Tools 2.1, 2.2, 2.3 Communication and Expression through Original Works of Art 2.5, 2.6</li> <li>4.0 Aesthetic Valuing: Make Informed Judgments 4.3, 4.4, 4.5</li> </ol>
<p>Portfolio Development</p> <ul style="list-style-type: none"> <li>• Selecting Work for Portfolio</li> <li>• Artist Resume</li> <li>• Presentation of Portfolio</li> </ul>	<p>Students will select work from within the school year to print and place inside their 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 instructor, as will be resume.</p>	<ol style="list-style-type: none"> <li>2.0 Creative Expression: Communication and Expression through Original Works of Art 2.4, 2.5, 2.6</li> <li>3.0 Historical and Cultural Context: Role and Development of the Visual Arts 3.2</li> <li>4.0 Aesthetic Valuing: Derive Meaning 4.1; Make Informed Judgments 4.3, 4.4, 4.5</li> <li>5.0 Connections, Relationships, Applications: Connections and Applications 5.2</li> </ol>

<p><b>Advertisement Layout</b></p> <ul style="list-style-type: none"> <li>• Using balance, unity, and emphasis in layout.</li> <li>• Image capturing.</li> <li>• Photo manipulation using Adobe Photoshop.</li> <li>• Cropping, resizing, color enhancement.</li> <li>• Electronic page layout using Adobe In Design.</li> </ul>	<p>Students will view different ads and discuss their visual interest, effectiveness and use of design. They will then create their own ad.</p> <p>Students will create an advertisement for a local company (real or fictitious), utilizing an original digital images, combined with an ad slogan in text and creating interest within the image through the use of Adobe Photoshop filters.</p>	<p>Ad Designs will be assessed on the student's ability to create a well-balanced, unified design. The promotional campaign idea 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.</p>	<p>1.0 Artistic Perception: Develop Perceptual Skills and Visual Arts Vocabulary 1.1</p> <p>2.0 Creative Expression: Skills Processes, Materials, and Tools 2.1, 2.2, 2.3</p> <p>5.0 Aesthetic Valuing: Deriving Meaning 4.1 and Making Informed Judgments: 4.3, 4.4, 4.5</p>
<p><b>Promotional Posters</b></p> <ul style="list-style-type: none"> <li>• Formal vs. Informal balance.</li> <li>• Size</li> <li>• Function: purpose, location and environment.</li> <li>• Readability: proper fonts and high contrast graphics.</li> <li>• Vector-based graphics for enlargement and flexibility</li> </ul>	<p>Students will design a promotional poster for a Drama Theatre Performance that focuses on emphasis and contrast.</p>	<p>Poster will be assessed on creative application of emphasis and contrast strategies. The posters readability and appropriateness for the purpose will be peer assessed by classmates. Poster must depict the main characters and major events in the story.</p>	<p>5.0 Connections, Relations, Applications: Connections and Applications 5.1</p>
<p><b>Design Process: Magazine/Yearbook/Newspaper lay-out projects</b></p> <ul style="list-style-type: none"> <li>• Exploration of different magazine page lay-outs for their use of the Principles of Design and their effectiveness.</li> <li>• Create an original magazine/yearbook/or newspaper layout, using original digital images, the elements of contrast, directional flow, size, scale, color, position, negative space, line art, color saturation, monochromatic color schemes, and analogous colors in regards to the color wheel, rhythm, pattern, and proper balance.</li> </ul>	<p>Students will view and analyze different magazine lay-outs from different time periods. Next, they will design their own page lay-out using original digital images to be placed amongst text utilizing Adobe Photoshop as their artistic tool in altering the appearance of various photos. Essentially students will be creating a unique visual representation of ideas and messages. The end result will be a composition that demonstrates the student's knowledge and utilization of the visual design elements line, shape, color, texture, form, value, and space. Students will be able to label symmetry and asymmetry, radial balance, informal balance, and visual weight using visual arts terminology.</p>	<p>Lay-outs must be balanced and create unity within the context of the page. Type must be clear and attract the eye without overtaking the images and their usage of lines must create a visual path that enables the eye to move smoothly within the piece. Color must be believable and pleasing. Steps of the graphic design process must have been adhered to in production of the lay-out. Lay-outs will be assessed for shape, color, texture, form, value, positive and negative space, Principles of organization relative to the elements of design such as balance, contrast, rhythm, and visual weight will be analyzed by peers as well as the instructor.</p>	<p>1.0 Artistic Perception: Develop Perceptual Skills and Visual Arts Vocabulary 1.1, 1.2</p> <p>2.0 Creative Expression: Skills, Processes, Materials, and Tools 2.1, 2.3 Communication and Expression through Original Works of Art 2.5, 2.6</p> <p>4.0 Aesthetic Valuing: Derive Meaning 4.2; Make Informed Judgments 4.3, 4.4</p> <p>6.0 Connections, Relationships, Applications: Connections and Applications 5.2</p>
<p><b>Surrealism in Graphic Design:</b></p> <ul style="list-style-type: none"> <li>• Study of Surrealism Movement and specifically, Rene Magritte and his works.</li> <li>• Re-create a famous Magritte painting using Photoshop and contemporary, original images in a way that embodies the spirit of the Surrealism Movement</li> </ul>	<p>Students will study the Surrealism Movement, many of its better known artists. and specifically the life and works of Rene Magritte. An essay will be written analyzing Surrealism in Magritte's painting "Personal Values", and how the Principles of Design work within the work. Then using digital images and images found on the internet, the student will recreate an original replica of the painting, utilizing Photoshop layers and layer filters to achieve an interesting, balanced image that displays the characteristics of the Surrealists. The final product will be critiqued by the class.</p>	<p>Essays will contain specific information relative to the Surrealism Movement. Visual art vocabulary will be used properly and a thoughtful, well organized response to the workings of the Principles of Design must be evident. Final compositions should embody aspects from the Surrealism Movement, as well as be balanced and pleasing to look at. The use of layers must be evident in production as well as technical requirements specified for the project. The constructive criticism from the instructor and class will be useful to the artist on this design as well as those in the future.</p>	<p>2.0 Creative Expression: Skills, Processes, Materials, and Tools 2.1, 2.2, 2.3, 2.4</p> <p>3.0 Historical and Cultural Context: Role and Development of the Visual Arts 3.2; Diversity of the Visual Arts 3.3, 3.4</p> <p>4.0 Aesthetic Valuing: Derive Meaning 4.2; Make informed judgments 4.5</p> <p>5.0 Connections, Relationships, Applications: Career and Career-Related Skills 5.4</p>

<b>21. Course Objectives</b>			
<b>Objectives: Students will:</b>	<b>Standards</b>	<b>Chapters</b>	<b>Reference</b>
<ol style="list-style-type: none"> <li>1. be able to identify, record, and understand design in analyzing his/her own artwork and other contemporary media utilizing terms of graphic design principles. These skills will be demonstrated through written critiques and oral presentations of their own work and the work of others.</li> <li>2. acquire increasing skill refinement in photographic, web, and graphic design lay-out technique utilizing the computer as their primary tool to create expressive designs that apply the elements of art and principles of design.</li> <li>3. develop a strong understanding of the context of media in contemporary and historic settings. They will examine similarities and differences in design from various time periods and they will research artists from various cultures to understand universal art concepts and their purposes.</li> <li>4. will employ the conventions of art criticism to formulate and support a position regarding the aesthetic value of a specific design. They will examine their own personal beliefs, cultural traditions, and current trends and articulate how they may influence their interpretation of the work.</li> <li>5. will apply what they have learned in the visual art and design process to other aspects of their lives. They will discover how their creative skills in problem solving, communication, and time management can be applied to all educational subjects and careers. They will examine different career opportunities in graphic design and visual communications and the characteristics needed to be successful as a designer. They will create a portfolio of design and visual communication successes they have made throughout the year.</li> </ol>	<p>Artistic Perception Strand 1.0</p> <p>Creative Expression Stand 2.0</p> <p>Historical and Cultural Context Strand 3.0</p> <p>Aesthetic Valuing Strand 4.0</p> <p>Connections, Relationships, and Applications Strand 5.0</p>		

**HONORS COURSES ONLY**

*22. Indicate how this honors course is different from the standard course.*

N/A

**D. BACKGROUND INFORMATION**

*23. Context for Course (optional)*

*24. History of Course Development (optional)*