Perris Union High School District
Course of Study

A. COURSE INFORMATION

Course Title:
(limited to 34 characters with spaces in Infinite Campus)

Visual Communications

☐ New
☑ Revised

If revised, the previous course name if there was a change

Transcript Course Code/Number:

108511 & 108512

(To be assigned by Educational Services if it's a new course)

CREDIT TYPE EARNED: ~~VAPA~~ VAPA

CALPADS CODE: ~~9381~~ 9000-01

Subject Area:
☐ Social Science
☐ English
☐ Mathematics
☐ Laboratory Science
☐ World Languages
☑ Visual or Performing Arts
☐ College Prep Elective
☐ Other

Is this classified as a Career Technical Education course?
☐ Yes
☑ No

If yes, which pathway does this course align to?
Pathway Name:

CTE CDE Code:

Grade Level(s)
☐ MS
☐ HS
☐ 5
☐ 6
☐ 7
☐ 8
☑ 9
☑ 10
☑ 11
☑ 12

Was this course _previously approved by UC_ for PUHSD?
☑ Yes
☐ No
(Will be verified by Ed Services)

If Yes, which A-G Requirement does this course meet?

F

Credential Required to teach this course:
To be completed by Human Resources only.

Single Subject: Art
Specific Supplementary Auth: Graphic Arts

Signature _____ Date 11/15/23

Submitted by: Yasmeen Eid
Site: Heritage High School
Date:
Email: yasmeen.eid@puhsd.org

Unit Value/Length of Course:
☐ 0.5 (half-year or semester equivalent)
☑ 1.0 (one-year equivalent)
☐ 2.0 (two-year equivalent)
☐ Other:

Approvals	Name/Signature	Date
Director of Curriculum & Instruction		11/13/2
Asst. Superintendent of Educational Services		11/13/23
Governing Board		

Prerequisite(s) (REQUIRED):
None

Corequisite(s) (REQUIRED):
None

Brief Course Description (REQUIRED):

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 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. Identify the elements of art and principles of two dimensional design via research and study of various contemporary works (Standard 8)
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 principles of design (Standard 1.2)
3. Analyze and make critical assessments about artwork using visual arts terminology (Standard 4)
4. 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)
5. Understand historical contributions to and the cultural influence on visual communications and contemporary media (Standard 7.1)
6. 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)
7. Become familiar with careers, terminology, and methodology of visual communications (Standard 8)
8. 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. **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 (Standard 4)
      2. Correctly identify where design could be used in society (Standard 2.2)
      3. Create a well thought out written evaluation as to the effectiveness of selected published designs (Standard 3,9)
   C. Methods and Activities
      1. View social media ads, brochures, billboards, movie posters, 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 (Standard 1.2, 11)
      2. Identify historical figures that influenced graphic design (Standard 1.2)
      3. Identify cultural factors that influenced design subject matter (Standard 1.2)
      4. Describe technological advances (Standard 7.2)
   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 (Standard 8)
2. Use correct art vocabulary when discussing works of art (Standard 10)
3. Display competency when using the basic drawing tools and color picker of Adobe Illustrator (Standard 1.1)
4. Analyze works of art using the Art Criticism Model (Standard 4)
5. Write a clear description of how the expressive quality of the elements of design affect works of art (Standard 3)

C. Methods 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 principle of design in works of art and graphic design (Standard 8)
2. Analyze works of art to determine how the elements were used to achieve the principle of design (Standard 4)
3. Use Adobe Illustrator to organize the elements of art into a composition in a manner that creates emphasis on specific principles (Standard 1.1)

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 principle 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. Revisions/Iterations
  5. Comps
  6. Final Products
- B. Instructional Objectives - Students will be able to:
  1. Create quality illustration of steps of the design process (Standard 1.1, 2.1)
  2. Describe in detail the steps of the design process (Standard 1.1)
- C. Methods and Activities
  1. Illustrate each step of the design process
  2. Describe and explain each step of the process
  3. Have students go through the design process for a design of their choice.

VI.   **Logo Design**
- A. Major Topics
  1. History of logos
  2. Purpose of logos
  3. Logo types
  4. Text-based logos (wordmarks)
  5. Graphic based logos (pictorials)
  6. Advanced Adobe Illustrator techniques
- 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 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 (ot not to make revisions) based on a 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 (Standard 6)
2. Correctly label anatomy (letter parts) of letters (Standard 1.1)
3. Make appropriate font choices for specific design applications (Standard 6)

       C.   Methods and Activities
1. Gather examples of font styles from everyday social media ads, magazines, newspapers, etc
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) Page layout on Adobe Illustrator

       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. Use Adobe Photoshop to crop, resize, and enhance colors (Standard 1.1)
5. Use Adobe InDesign for page layout (Standard 1.2)

       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: size 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 - 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)

       C.   Methods and Activities
1. Create promotional poster for a school theater performance
2. Read the script and attend school theater performance rehearsals to inspire a poster design created using Adobe Illustrator

X. 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 (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: ☐ Primary Text	

☐ Read in entirety or near	

Supplemental Instructional Materials *Please include online, and open source resources if any.*

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

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: $ 2400	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

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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
Graphic Design in Our Society - How design is used in society - Examples of Design Applications	Students will view various examples of Graphic Design applications (brochures, billboards, ads, etc) found in our society. They will identify the Elements of Design within the art, showing examples of each and commenting on their effectiveness.	Correct identification of the purpose and intent of the design, where it could be used in society, and well thought out responses to the effectiveness of the design.
History of Graphic Design - Early Design - Cultural Influences - Technological Advancements - Modern design - Major Figures in Design	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.	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.
Developing the Language of the Visual Arts - Elements of Art - Line, Value, Shape, Color, Form, Texture, Space	Students will view various examples of artwork and graphic design. They will identify elements in the works. Students will retrieve from the	Correct identification and usage of the Elements of Art in each viewing. Correct use of vocabulary when describing and analyzing 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 how the elements of art were used while using visual arts terminology. Students will create a sketch, collage, patterned design, etc as their artistic tools to show their understanding.	elements and the artwork. Correct usage of the elements 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.
Developing the Language of the Visual Arts - Principles of Design - Balance, Unity, Emphasis, Contrast, Movement, Rhythm, Pattern/Repetition	Students will view various examples of artwork and graphic design. They will identify principles in the works. Students will retrieve from the internet examples of their own, identifying and illustrating the Principles of Design and commenting on effectiveness. Students will select two artworks, magazine ads, or photos to write about and analyze how the principles of design were used while using visual arts terminology. Students will create a sketch, collage, patterned design, etc as their artistic tools to show their understanding.	Correct identification and usage of the Principles of Design in each viewing. Correct use of vocabulary when describing and analyzing the principles and the artwork. Correct usage of the principles of design 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 principles are used and how they feel their design is successful.
Introduction to the Design Process - Concept Development, Thumbnails, Roughs, Revisions, Comps, Final Products	Students will follow the Design Process while making a design of their choice. Students will view a multimedia presentation that shows the design process and calls out each phase. Students will learn about the importance of the process from guest speakers and write a reflection on why they believe that the design process is important.	Assessment will be determined by correct responses to questions from the guest speaker and the ability to understand and assimilate information presented through written short response questions. Correct labels for each process in the student's final artwork submission will be required for checking for understanding.
Logo Design - History of logos - Purpose of logos - Logo types	Students will view different logos and discuss their visual interest, effectiveness and use of design. They will create a series of logos for a company. Students will present their designs to the company's board of directors. Through the process students will make	Logos will be assessed on the student's ability to create a unified set of logos for a client. 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

	revisions based on client comments and peer critiques.	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.
Page Layout Design - Typography - Anatomy of a letter - Anatomy of a page - Appropriate use of fonts	Students will view and analyze different magazine layouts from different time periods. Next, they will design their own page layout using original digital images to be placed amongst text utilizing Adobe Illustrator as their artistic tool. 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 of art and principles of design.	Layouts 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 layout. Layouts will be assessed for shape, color, texture, form, value, and space. Utilization of the principles of design will be analyzed by peers as well as the instructor.
Advertisement Layout - Using balance, unity and emphasis in a layout - Photo manipulation - Cropping, resizing, color enhancement - Page layout on Adobe Illustrator	Students will view different ads and discuss their visual interest, effectiveness and use of design. They will then create their own ad. Students will create an advertisement for a local company (real or fictitious), utilizing original digital images, combined with an ad slogan in text and creating interest within the image through the use of Adobe Photoshop filters.	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.
Promotional Posters - Function, purpose, location, and environment - Readability: fonts, contrast graphics - Vector based graphics for enlargement	Students will design a promotional poster for a Drama Theater Performance that focuses on emphasis and contrast.	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.
Portfolio Development - Selecting Work - Artist resumes - Artist statements - Presentation skills	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	Portfolio will be assessed by set criteria and reviewed by the instructor, as will the resume.

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.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

- Demonstrations
- Project-based learning
- Lecture with computer demonstration
- 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	**Graphic Design In Our Society** Students will be able to: - Correctly identify purpose and intent of design - Correctly identify where design could be used in	4 - Select, Analyze, and Interpret Artistic Work for	N/A	N/A

		society - Create a well thought out written evaluation as to the effectiveness of selected published designs	Presentation **2** - Organize and Develop Artistic Ideas and Work **3** - Refine and Complete Artistic Work **9** - Apply Criteria to Evaluate Artistic Work		
10	**History of Graphic Design** Students will be able to: - 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	**1** - Generate and Conceptualize Artistic Ideas and Work **7** - Perceive and Analyze Artistic Work **11** - Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding		
15	**Developing the Language of the Visual Art (Elements of Art)** Students will be able to: - Identify the elements of art in works of art - Use correct art vocabulary when discussing works of art - Display competency when using the basic drawing tools and color picker of Adobe Illustrator - Analyze works of art using the Art Criticism Model - Write a clear description of how the expressive quality of the elements of design affect works of art	**1** - Generate and Conceptualize Artistic Ideas and Work **3** - Refine and Complete Artistic Work **4** - Select, Analyze, and Interpret Artistic Work for Presentation **8** - Interpret Intent and Meaning in Artistic Work		

		10 - Synthesize and Relate Knowledge and Personal Experiences to Make Art		
15	**Developing the Language of the Visual Art (Principles of Design)** Students will be able to: - Identify the principle of design in works of art and graphic design - Analyze works of art 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	**1** - Generate and Conceptualize Artistic Ideas and Work **4** - Select, Analyze, and Interpret Artistic Work for Presentation **8** - Interpret Intent and Meaning in Artistic Work		
15	**Introduction to the Design Process** Students will be able to: - Create quality illustration of steps of the design process - Describe in detail the steps of the design process	**1** - Generate and Conceptualize Artistic Ideas and Work **2** - Organize and Develop Artistic Ideas and Work		
25	**Logo Design** Students will be able to: - 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	**Page Layout Design** Students will be able to: - Sort and describe the purpose of each font type - Correctly label anatomy (letter parts) of letters - Make appropriate font choices for specific design applications	**1** - Generate and Conceptualize Artistic Ideas and Work **6** - Convey Meaning Through the		

			Presentation of Artistic Work		

20	**Advertisement Layout**
	Students will be able to:
	   - Create a well balanced, unified design
	   - Develop a promotional campaign idea
	   - Apply design steps in creation of design
	   - Use Adobe Photoshop to crop, resize, and enhance colors
	   - Use Adobe InDesign for page layout
		1 - Generate and Conceptualize Artistic Ideas and Work		

25	**Promotional Posters**
	Students will be able to:
	   - Creatively apply emphasis and contrast strategies in graphic design
	   - Create graphic designs that are highly readable and appropriate for selected purposes
		2 - Organize and Develop Artistic Ideas and Work		

30	**Portfolio Development**
	Students will be able to:
	   - Select work for a professional portfolio
	   - Write coherent, well-developed artists' statements.
	   - Use professional presentation and interview skills
		3 - Refine and Complete Artistic Work
		
		4 - Select, Analyze, and Interpret Artistic Work for Presentation
		
		7 - Perceive and Analyze Artistic Work		

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)