PLANNED INSTRUCTION

A PLANNED COURSE FOR:

GRAPHIC DESIGN
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Curriculum writing committee:

Tricia Kaylor

Grade Level:

9-12

Date of Board Approval: 2021_____

Course Weighting:

Projects (1 per unit, approx. 3per marking period)	100 points each
Classwork / Participation	5-20 points

Curriculum Map

Overview: 1 semester, ½ credit, Grades 10, 11, 12

Graphic design, also known as communication design, is the craft of planning and creating visual content to communicate ideas and messages. Graphic design is everywhere you look — from billboards to cereal boxes to mobile apps. Through incorporating different elements and principles, these designs can influence our perception and emotions.

Goals for Marking Period 1
Understanding of:
- Scope of Graphic Design
- The Elements and Principles of Graphic Design
- Principles of effective layout
- The Design Process
- Infographics
- Effective use of Illustration in Advertising
- Advertising Techniques
- Typography
- Selecting and Combining typefaces effectively
- Methods of formatting type
- Effective critiques
- Peer Feedback

Goals for Marking Period 2
Understanding of:
- Logos

- Combining image and type
- Poster Design
- Visual Hierarchy
- Package design

Big Ideas:
- Artists use the elements of art and the principles of design to guide development and application of a variety of drawing, illustration and rendering techniques and approaches.
- Artists use tools and resources as well as their own experiences and skills to create art.
- There are formal and informal processes used to assess the quality of works in the arts.
- The arts provide a medium to understand and exchange ideas.
- People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Textbook and Supplemental Resources: The Apple computer and operating system, scanners, color printers, printer paper, The Adobe Design Suite including: Illustrator & Photoshop. Various art supplies, not limited to, but including: drawing paper, illustration board, drawing pencils, colored pencils, markers, glue, erasers, etc.

Curriculum Plan

Unit: Introduction to graphic design   **Time/Days** 3 days

- **Standards (by number):** 9.12.1A., 9.12.1.B., 9.12.1.C., 9.12.3.A., 9.12.3.D.
- **Anchors:** M04.C-G.1.1.1, M04.C-G.1.2.3, CC.2.4.2.A.1
- **Eligible Content:** elements and principles of graphic design, composition, typography, graphics

Objectives:

- Review and identify the elements and principles of graphic design. DOK level 1
- Utilize questioning techniques initiating feedback from others. DOK Level 3
- Analyze examples of graphic design to infer meaning and relationships between type and image. DOK Level 4
- Make observations about design and composition. DOK level 2
- Differentiate the strengths and weaknesses of possible design choices. DOK level 3
- Analyze and critique finished works. DOK level 4

Core Activities and Corresponding Instructional Methods:

1. Powerpoint questioning students, "what is graphic design?" View examples of graphic design and discuss the role of graphic design in our society.
2. Review the elements and principles of design as well as critiquing artwork.
3. Compare and contrast examples with graphic design.
4. Think-Pair-Share activity to analyze and discuss use of principles of design in various forms of printed publications
5. Independent written critique of a selected graphic design work.

Assessments:

o **Diagnostic:** Q&A before and during teacher presentations
o **Formative:** Teacher observation of think-pair-share
o **Summative:** Evaluation of written critique using teacher generated rubric.

Curriculum Plan

UNIT: Infographics and the Design Process   **Time/Days** 8days+/-

- **Standards (by number):** 9.12.1.A., 9.12.1.B., 9.12.1.C., 9.12.1.G., 9.12.C., 9.12.3.A., 9.12.3.A., 9.12.3.D., 9.12.4.D

- **Anchors:**
- **Eligible Content:** The Design Process, Infographics, Canva

Objectives:

- Define, identify, and utilize the design process. DOK levels 1,2,3
- Recognize different types of infographics. DOK level 1
- Use Canva as a design tool. DOK level 1
- Create an infographic to illustrate the design process. DOK level 4

Core Activities and Corresponding Instructional Methods:

1. Present the steps of the design process to the class. Discuss the importance of using the design process.
2. Research and collect examples of infographics, share examples with the class.
3. Select an existing infographic to use as inspiration for design.
4. Create an original infographic to illustrate the design process.
5. Sketch a layout for their infographic.
6. Direct instruction of how to use Canva as a design tool.
7. Design infographics using Canva.
8. Circulate and assist students.
9. Print and glue final designs in class notebook. Infographics will be used as a reference throughout the semester.

Assessments:

○ **Diagnostic:** Q&A before and during teacher presentations
○ **Formative:** layout sketches, teacher observation of works in progress.
○ **Summative:** Grading using rubric and project criteria.

Curriculum Plan

UNIT: Illustration in advertising   **Time/Days** 11 days+/-

- **Standards (by number):** 9.1.12.A; 9.1.12.B; 9.1.12.C; 9.1.12.F; 9.1.12.J; 9.4.12.B
- **Anchors:** E08.B-V.4.1
- **Eligible Content:** Illustration, advertising

Objectives:

- Use the design process to create an advertisement. DOK level 1
- Recognize the use of Illustration in advertising. DOK level 1
- Compare and contrast the pros and cons of illustrated advertisements versus advertisements using photography. DOK level 3
- Investigate different styles of illustration. DOK level 3
- Become aware of the designer's role in persuading the consumer. DOK Level 3
- Create an illustrated advertisement. DOK level 4
- Revise ideas and designs. DOK level 4
- Use appropriate vocabulary and criteria when critiquing works. DOK Level 2

Core Activities and Corresponding Instructional Methods:

1. Look through magazines and use the internet to gather examples of illustration in advertising.

2. Brainstorm, in small groups, the benefits to using illustration in advertising based on magazine exploration.

3. Share found advertisements and present ideas from brainstorming sessions.

4. Show more examples of illustrated advertisements and further discuss the effectiveness of illustration in advertising.

5. Assign an illustrated advertisement project. Suggested prompt: Instagram post, billboard, or full page magazine advertisement.

6. Play a drawing game to generate ideas for advertisement. Suggested games are: *Draw Lots, Foodles, or Pass the Drawing.*

7. Think-pair-share to brainstorm ideas to match a company or service to illustration.

8. Write slogan, tagline, or catch phrase to accompany illustration.

9. Review scanner, scanning software, Adobe Illustrator skills, and Adobe Photoshop skills that pertain to the project.

10. Refine illustrations by redrawing a final copy by hand and scanning into the computer.

11. Use Adobe Illustrator or Adobe Photoshop to enhance illustration.

12. Circulate and assist students.

13. Post and discuss finished projects. Analyze design qualities, and evaluate using teacher generated rubric.

Assessments:

Diagnostic: Q&A during brainstorming session, preliminary research of assigned design problem

Formative: Planning sketches, peer analysis and discussion, teacher observation of works in progress.

Summative: Grading using rubric and project criteria.

Curriculum Plan

Time/Days 18 days+/-

UNIT: Typography

- **Standards (by number):** 9.1.12.A; 9.1.12.B; 9.1.12.C; 9.1.12.E; 9.1.12.H 9.3.12.A, 9.3.12.B, 9.3.12.E, 9.3.12.F, 9.3.12.G

- **Anchors:** E08.A-K.1.1; E08.B-K.1.1

- **Eligible Content:** Typography, Fonts, Visual Hierarchy

Objectives:

- Make suitable and appropriate font choices and justify their use. DOK Level 3
- Develop an awareness of the emotional and intellectual potential of type. DOK Level 4
- Identify typography's role in design and understand its potential for effective communication. DOK Level 2,3
- Interpret basic typefaces and identify nuances of specific letterforms. DOK Level 2
- Apply typographic theory to type setting and use established norms of typography. DOK Level 2
- Apply the principles of visual hierarchy and dominance to typographic elements. DOK Level 3
- Organize words and images in design layouts using typographic structural systems, alignments and grids. DOK Level 2, 3
- Develop an understanding of the language of typography, which includes critical theory, critique, history, technology, and craftsmanship. DOK Level 3
- Revise ideas and designs. DOK level 4

Core Activities and Corresponding Instructional Methods:

1. Show and discuss examples of typographic images. Direct instruction on categories of type. Show video on the parts of type, basic type principles and theory (hierarchy, tracking, kerning, serifs, baseline, leading, point, typeface; font, case, justification, type structure, type style.) https://www.youtube.com/watch?time_continue=4&v=sByzHoiYFX0
2. Collect and identify examples of type structures clipped from magazines using provided handouts.
3. Provide direct instruction on the Character Palette in Adobe Illustrator.

4. Play online games to practice kerning and visual hierarchy, and mixing typefaces. https://type.method.ac/
5. Introduce a Typographic design prompt. Suggested prompts could be: Typographic Self-Portrait; Illustrated quotes; Bookmark; Type-based poster; Illustrated song.
6. Provide direct instruction on how to use the *Da-font* font database to choose and download new fonts. https://www.dafont.com/
7. Research and brainstorm ideas keeping design inspiration on a vision board using Google Slides.
8. Generate several thumbnail sketches based on items collected on vision boards.
9. Peer/teacher review of thumbnail sketches
10. Execute final design using Adobe Illustrator and Photoshop.
11. Peer midway review.
12. Refine designs based on feedback.
13. Print and display designs
14. Self assess, evaluate using teacher generated rubric.

Assessments:

o **Diagnostic:** Discussion and inquiry of introductory video.
o **Formative:** Peer analysis and discussion, teacher observation of works in progress, thumbnail sketches.
o **Summative:** Final analysis using rubric and project criteria.

Curriculum Plan

Time/Days 16 days+/-

UNIT: Logo design

- **Standards (by number):** 9.1.12.A; 9.1.12.B; 9.1.12.G; 9.1.12.K; 9.2.12.L; 9.3.12.A; 9.3.12.B; 9.3.12.C; 9.3.12.D
- **Anchors:** E08.B-V.4.1, E08.D.2.1
- **Eligible Content:** Logo, composition, elements and principles of graphic design, bezier pen tool

Objectives:

- Use the design process to create a logo. DOK level 1
- Identify logos and discuss their purpose. DOK level 1
- Recognize, differentiate and categorize types of logos. DOK level 2
- Identify design principles used within logo design. DOK level 1
- Analyze the effectiveness of a logo. DOK level 4
- Investigate possible designs. DOK level 3
- Apply design principles to planning and developing an original logo. DOK level 4
- Practice using the pen tool in Adobe Illustrator to create lines and curves. DOK level 1
- Create original logos. DOK level 4
- Revise ideas and designs. DOK level 4
- Critique works and make improvements guided by analysis. DOK 4
- Use appropriate vocabulary and criteria when critiquing works. DOK Level 2

Core Activities and Corresponding Instructional Methods:

1. Show examples of & discuss the purpose of a logo. Compare and contrast different types of logos and what makes a logo effective.
2. Collect several different logos. Share logo examples in small groups. Identify design principles used and analyze the logo's effectiveness.
3. Introduce logo design prompt. Possible prompts include: redesign the logo of a local business, create a personal logo, create a logo for a fictitious company.
4. Show video of a design firm's creative process to guide logo planning. https://www.youtube.com/watch?v=YJtQiJJh-QU&t=3s
5. Research and collect existing logos of related companies to use for design inspiration.
6. Create a vision board with collected logos. Add color and font choices.
7. Generate several thumbnail sketches.

8. Seek peer and/or teacher feedback, make revisions to sketches, decide on a final composition.
9. Review the bezier pen tool in Adobe Illustrator.
10. Practice the bezier pen tool using teacher-made templates.
11. Draw logo designs in Adobe Illustrator utilizing the bezier pen tool.
12. Participate in a mid-point critique to encourage objective evaluation and allow for modifications.
13. Make final revisions to design, print, and display logos.
14. Lead final critique allowing students to explain design choices and evaluate works using project criteria.

Assessments:

- o **Diagnostic:** Q&A before and during teacher presentations
- o **Formative:** Planning sketches, peer analysis and discussion, teacher observation of works in progress.
- o **Summative:** Bezier pen tool exercises, Final critique, grading using rubric and project criteria.

Curriculum Plan

UNIT: Poster design

- **Standards (by number):** 9.12.1.A., 9.12.1.B., 9.12.1.C., 9.12.1.G., 9.12.C., 9.12.3.A., 9.12.3.A., 9.12.3.D., 9.12.4.D
- **Anchors:** M04.C-G.1.1.1, M04.C-G.1.2.3, M06.A-R.1.1.1, CC.2.4.2.A.1
- **Eligible Content:** Public Service Announcement, Posters, Visual Hierarchy, Elements & Principles of Design

Objectives:

- Use the design process to create a public service announcement poster. DOK level 1
- Define the purpose of a public service announcement. DOK level
- Critique the effectiveness of a PSA. DOK level 4
- Identify components of effective poster design. DOK level 1
- Consider how type and image complement one another and combine to convey a message. DOK level 3
- Apply design principles to planning and developing an original poster design. DOK level 4
- Revise ideas and designs. DOK level 4
- Critique works and make improvements guided by analysis. DOK 4
- Use appropriate vocabulary and criteria when critiquing works. DOK Level 2
- Cite evidence to support PSA statement DOK level 3

Core Activities and Corresponding Instructional Methods:

1. Research and gather examples of public service announcements.
2. Break into small groups to share and discuss findings. Display examples of PSAs for whole class discussion.
3. Review components of an effective PSA referring to student examples.
4. Critique displayed PSA examples.
5. Introduce the PSA design prompt. Possible prompts could be: environmental protection, suicide/mental health, animal rights, safety, etc.
6. Research and brainstorm ideas keeping design inspiration on a vision board using Google Slides.
7. Generate several thumbnail sketches based on items collected on their vision boards.
8. Seek peer and or teacher feedback, make revisions to sketches, and decide on a final poster composition.
9. Design posters using Adobe Illustrator and/or Photoshop.

10. Participate in a mid-point critique to encourage objective evaluation and allow for modifications, meet one on one with each student and students will share thoughts with peers.
11. Make final revisions to design, print, and display posters.
12. Lead a final critique to allow students to explain design choices and evaluate works using project criteria.

Assessments:

- o **Diagnostic:** Q&A before and during teacher presentations
- o **Formative:** Planning sketches, peer analysis and discussion, teacher observation of works in progress.
- o **Summative:** Final critique, analysis and grading using rubric and project criteria.

CURRICULUM PLAN

Time/Days 18 days

UNIT: Package design - Bubble gum

- **Standards (by number):** 9.12.1.A., 9.12.1.B., 9.12.1.C., 9.12.1.G., 9.12.C., 9.12.3.A., 9.12.3.A., 9.12.3.D., 9.12.4.D
- **Anchors:** M04.C-G.1.1.1, M04.C-G.1.2.3, M06.A-R.1.1.1, CC.2.4.2.A.1
- **Eligible Content:** Package design, Branding, Logo, Composition, Elements and Principles of Graphic Design

Objectives:

- Collect and display examples of food packaging. DOK level 2
- Critique the effectiveness of various package designs. DOK level 4
- Identify the components of a package design. DOK level 1
- Create an original brand and logo by combining image and type. DOK level 4
- Use the design process to create a package design. DOK level 1
- Construct a three dimensional package. DOK level 2
- Apply design principles to planning and developing an original package design. DOK level 4
- Revise ideas and designs. DOK level 4
- Critique works and make improvements guided by analysis. DOK 4
- Use appropriate vocabulary and criteria when critiquing works. DOK Level 1

Core Activities and Corresponding Instructional Methods:

1. Collect food packages from home, bring in for class activity.
2. Identify components of package design and critique design with packages brought from home.
3. Introduce package design project- Bubble gum packaging.
4. Give students each their own package of gum. Chew gum and deconstruct the package.
5. Lead class in a brainstorming session- all things about gum (Flavors, texture, sounds, brands, adjectives, etc.)
6. Use brainstorming sessions to create mind maps for planning a brand name and flavors for gum.
7. Break into small groups to critique brand names and flavor ideas
8. Decide on a brand name and flavor names.

9. Create thumbnail sketches for the brand logo and gum flavors.
10. Get feedback from peers and/or teacher.
11. Direct instruction: how to create a package design template in Adobe Illustrator.
12. Measure deconstructed package and draw template using Adobe Illustrator.
13. Draw logo designs and flavor illustrations in Adobe Illustrator
14. Arrange drawings and logo on package template
15. Seek final feedback from peers and/or teacher.
16. Print and assemble 3D packages for display.
17. Lead a final critique to allow students to explain design choices and evaluate works using project criteria.

Assessments:

o **Diagnostic:** Q&A before and during teacher presentations
o **Formative:** Planning sketches, peer analysis and discussion, teacher observation of works in progress.
o **Summative:** Final critique, analysis and grading using rubric and project criteria.