

# **Graphic Design 1**

## **Curriculum Guide**

**Course # 831**  
**Revised May 2008**  
**Level CP-B 1.06**  
**Credits: 5**

**Prerequisite:** None. This class is open to all students grades 9 through 12 that have interest in Graphic Design. The work included will be based on assignments designed to make the students aware of the field of Graphic Design and advertising.

### **Course Description:**

Graphic designers play a key role in our visual communication-based society. This is the first year foundation course for the Graphic Design career Path Program. Students will be introduced to a variety of media and techniques, with emphasis on developing drawing skills. Elements of study will include illustration, advertising and package design, logos, typography and graphics. An introduction to the Macintosh computer platform and its imaging editing software and page layout programs will be explored.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socio-economical status.

### **Course Objectives:**

At the completion of Graphic Design 1, all students will have had instruction, practice and performance utilizing all of the elements of study outlined in the course description. The successful completion of all the assignments will provide the student with an introductory overview of the foundations of graphic design and their purpose in visual communication.

### **CCCS Addressed:**

Throughout the course of all unit studies, all six Visual Art CCCS are addressed with standards 1.1 through 1.4 being utilized in every unit.

### **Units:**

#### **Unit 1: Graphic Design Foundations**

**30 Days**

#### **Unit Goals:**

1. Understand basic elements of design through line, shape, color, value and texture.
2. Demonstrate an understanding of positive/negative space in design.
3. Develop a work ethic that includes presentation and precision quality.
4. Use appropriate vocabulary while discussing techniques and assignments.
5. Use and demonstrate proper care of appropriate materials necessary to execute specific graphic design techniques.
6. Experience and show competence in using french curves, rulers, markers, and ink.

**Unit 2: Lettering Design**

**25 Days**

**Unit Goals:**

1. Demonstrate understanding of the structure of letters through their construction on paper.
2. Understand how fonts are used to create graphic designs.
3. Use letters plus positive/negative space to create visually balanced compositions.
4. Complete several exercises covering various aspects of lettering
5. Be introduced to basic elements of lettering with computer and to gain an understanding of the Apple computer and its software (Photoshop) to produce quality graphics.

**Unit 3: Logo Design**

**30 Days**

**Unit Goals:**

1. Be made aware of the importance of logos in society.
2. Demonstrate an understanding of the rules of good logo design.
3. Use elements of good design to create balanced logo design.
4. Create designs based on the wishes of a “client.”
5. Develop logo design for purposes such as Teen Arts and H.P. t-shirts.
6. Critique logos, both verbally and written.
7. To use the Apple computer and Photoshop with logo design.

**Unit 4: Illustration**

**45 Days**

**Unit Goals:**

1. Create graphics based on the students ability to illustrate subjects of choice.
2. Develop solutions to problems that are both creative and original yet precise in nature.
3. Use precision in the execution of assignments.
4. Demonstrate competence in reading instructions, understanding and incorporating specific elements in each assignment.

**Unit 5: Computers**

**30 Days**

**Unit Goals:**

1. Learn the use of appropriate vocabulary when working with the computer and its software.
2. Experience exercises using Photoshop software.
3. Demonstrate creative solutions to problems using the computer.
4. Use the scanner to create files for use in projects.
5. Create assignments that utilize hand-drawn images and the power of computers to create dynamic graphics.

**Unit 6: Exams**

**10 Days Each**

**Unit Goals**

1. Develop assignments that demonstrate an understanding of learned elements throughout the year in both traditional and computer methods.
2. Create works that show technical skill, precision and good design.
3. Complete work on time and exhibit appropriate daily work habits.

**Other Requirements**

1. Students will understand and be able to explain the “creative process” as it is related to each individual assignment.
2. Students will develop appropriate work habits for each unit and adjust to the classroom environment and daily routine.
3. Students needing additional help are expected to request time outside the regular classroom to meet with the teacher or work independently.
4. Students will be required to maintain appropriate, consistent daily work habits. Students will also be required to meet fair yet consistent time frames for completion of assignments to help develop time managements skills.
5. Students will complete all assigned work and projects before a grade is awarded for the marking period.

**Materials and Methods to be Used**

1. Lecture/Demonstration/handouts
2. Slide and/or Power Point presentations appropriate to each unit.
3. Samples of work drawn from books, magazines and examples of acceptable assignments .  
completed by the student
4. Appropriate art materials and computer software available to complete all unit assignments.
5. Teacher prepared note sheets.

**Books/Reference**

- Designing with Type
- Do it Yourself Graphic Design
- Basic Graphic Design and Paste Up
- Graphic Handbook
- Contemporary Posters
- Design Rendering Techniques
- Graphic Designers Basic Guide to the MacIntosh
- Art Synectics
- Humor in Art
- Cartooning the Head and Figure
- Drawing on the Right Side of the Brain
- Famous Artist Drawing Series
- Design Synectics
- Visual Literacy
- A Century of Graphic Design-20<sup>th</sup> Century
- Getting Started in Graphic Design
- Design Essentials
- Photoshop Down and Dirty Tricks
- The New Graphic Design School
- In-Design for MacIntosh and Windows
- Directory of Illustration Series

**CD's / reference:**

- Photoshop 6, CS2, CS3
- Photoshop 6 Wow Book
- Corel Gallery 2-CD Clip Art

(Appropriate professional texts copied for lectures  
 Previous student work for examples {actual and slides/Power Point presentation})

**Evaluation:**

**Yearly Assessment:**

Assigned Projects-----	70%
Tests/Quizzes-----	15%
Written Critique-----	15%

**Grading Policy for Projects:**

Project-----	70%
Daily Work Habits*-----	15%
Work completed and handed in on time**-----	15%

**Midterm and Final Exams are revised and/or rewritten on a yearly basis. The last revisions or rewritten exams were updated October 2007 and May 2008.**

**NOTE for \*** - Good daily work habits are an essential part of school and life. Therefore, as students progress through each assignment, the instructor will assess if the student is prepared and engaged in the assignment being explored. If it is determined that the student is not engaged as required, 5 points will be deducted per day not working. If the student is engaged on a daily basis, 15% of their grade will reflect this.

**NOTE for \*\*** - As part of **Workplace Readiness Skills**, students must learn to meet deadlines in school as they will in life. Therefore, all assignments will have specific deadlines. By completing and handing in their assignments on time, 15% of their grade will be based on this aspect of the assignment. Lateness will reflect a 15 point deduction in their grade. Everyday late after the due date will result in an additional 5 point deduction in their grade.

**Safety Education:**

A lecture, demonstration discussion and handout will be held in each class at the beginning of the school year. We will also require a contract with both the student and the parent to make them aware of the hazards in each class.

Before the use of certain tools or materials, students will again be verbally informed of the hazards and appropriate safety hazards.