

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL

ART CURRICULUM

GRAPHIC DESIGN GRADES 9-12

AUGUST 2019

Graphic Design Grades 9-12

Course Overview

This course is designed to emphasize digital graphic design through the eye of an artist. By using traditional techniques and digital technology, creative artwork is produced for such things as advertising, printing and promotion. Drawing and computer skills are expanded to create high quality original layouts, illustrations and graphic designs. Typical areas of study include package design, corporate identity, print and media advertising, etc.

This 2.5 credit semester course helps fulfill the state graduation requirement in the Visual and Performing Arts.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and National Core Arts Standards for Visual and Performing Arts.

2019 HTPS Visual Arts Curriculum Map – Graphic Design Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
The Elements and Principles of Design	10 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally</p>	<p>How are the Elements of art and Principles of design the building blocks of art?</p> <p>How does art terminology describe individual expression?</p> <p>What is the importance of design and craftsmanship in a work of art?</p> <p>How does an artist's skill and discipline turn notions into a quality product?</p>	<p>The use of the Elements and Principles can help the viewer see a subject in a new and unexpected way.</p> <p>Technical processes are essential to acquiring basic control and skills successful for artistic production.</p> <p>Composition, the organization of the parts in artistic expression, is essential to quality design.</p> <p>The development of critical thinking skills enables keener insights when solving future design problems.</p>	<p>The students will:</p> <ol style="list-style-type: none"> 1. Define and discuss the Elements of Art and the Principles of Design as the building blocks of art. 2. Discuss and demonstrate safe use of various tools, materials, equipment, such as: <ol style="list-style-type: none"> A. Mat cutter B. Paper cutter C. T-squares, triangles, rulers D. Assorted adhesives and glues E. X-acto knives 3. Possible Learning Activities: <ol style="list-style-type: none"> A. View professional graphic images that illustrate 	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Understand how to illustrate a definition through artistic media.</p> <p>Represent ideas using a different media than that which they were originally presented.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

	<p>and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>			<p>the Elements and Principles.</p> <p>B. Students will find designs that illustrate the Elements and Principles and define them in their own words.</p> <p>Students will use Adobe illustrator to create a reinvented color wheel design.</p>			
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Introduction to Adobe Illustrator	15 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse</p>	<p>What is Adobe Illustrator?</p> <p>How does illustrator affect our ability to create successful designs?</p> <p>How can we best use the various tools in illustrator to achieve our desired results in a design?</p> <p>What do the illustrator tools do?</p>	<p>Adobe illustrator is valuable editing software that can help us achieve specific effects in our designs.</p> <p>Knowing the tools, functions, and shortcuts in illustrator can help us efficiently create and edit designs.</p>	<p>1. Discuss the functions of Adobe illustrator.</p> <p>2. Students will learn how to log into VMware and save their work into the H-drive so they may be accessed through the Adobe suite.</p> <p>3. Students will explore the functions of the different tools available in illustrator through the completion of an “illustrator toolbox” activity.</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>A quiz will be given to gauge understanding of illustrator tool functions.</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Identify icons with their specific functions.</p> <p>Use technology effectively to edit designs and create works of art.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>						
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Typography	25 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts</p>	<p>How can type be used to effectively communicate a message?</p> <p>How does altering the anatomy of type change its overall impact?</p> <p>How can we use illustrator to alter text?</p>	<p>Type is made up of many different parts, which affect the way type appears in text.</p> <p>Text can be altered to serve different purposes and communicate different messages effectively.</p> <p>Text and type can be used for artistic expression.</p>	<p>1. Discuss the anatomy of type and define terms for typography parts, such as</p> <ul style="list-style-type: none"> • x-height • cap height • ascender • descender • baseline • meanline • point • pica • serif • sans-serif • font • kerning • leading • tracking <p>2. Discuss how type has evolved with technology, philosophy and culture throughout history.</p> <p>3. Discuss how type can be broken down into classifications of common visual characteristics</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Use technology effectively to edit photographs and create works of art.</p> <p>Measuring skills will be applied when matting artwork.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>terminology and citing embedded clues to substantiate the hypothesis.</p>			<p>called “families of type”.</p> <p>4. Discuss the primary functions of type such as:</p> <ul style="list-style-type: none"> A. Prioritize and emphasize important information B. Attract and hold an audience’s attention <p>5. Possible Learning Activities</p> <ul style="list-style-type: none"> A. Create a “typeface portrait” by using only type (from one font family) to create a self-portrait and or a portrait of a famous individual. <p>Use text to create an image of an animal, using only the letters within the name of the animal. This image should be done in color.</p>			
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Visual Communication & Layout	20 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and</p>	<p>What makes a page layout functional? How can proper use of contrast and harmony enhance a layout?</p>	<p>A functional layout makes effective use of text, imagery, and negative space to convey a message clearly.</p> <p>A balance between contrast and harmony can help create a cohesive design and layout.</p>	<p>1. Define layout. Discuss use of space and demonstrate various ways to plan a page layout.</p> <p>2. Discuss type styles and their use as lettering or graphic design.</p> <p>3. Discuss and demonstrate guidelines used to create a successful layout such as: A. Proximity B. Contrast C. Alignment D. Repetition E. Consistency</p> <p>4. Possible Learning Activities A. Find an existing take out menu that has an effective page layout and use of type. Students can present their menu to the class and can</p>	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Use technology effectively to edit photographs and create works of art.</p> <p>Measuring skills will be applied when matting artwork.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>			<p>explain why they feel it has a functional and harmonious layout.</p> <p>B. Using design software, students can design and create a four-page menu, for a restaurant of their choice, that follows page layout guidelines and exhibits effective use of type.</p> <p>C. Introduce the anatomy of a movie poster (such as: the movie title, names of the starring actors, a tagline, the name of the director, the credits, movie rating and movie imagery) and have students create a plot for an original movie and then design a movie poster to</p>			
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					<p>advertise the film.</p> <p>Students will design a layout for a calendar. They may work with a small group to create a 12 month calendar design with a consistent layout throughout.</p>			
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Product Design	20 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and</p>	<p>What makes an effective logo? What influences can change the design of an existing logo?</p> <p>How is design related to consumerism?</p>	<p>Designs are directly related to consumer culture.</p> <p>Effective logos and product designs communicate a message clearly.</p>	<p>1. Define what a logo is and discuss different types of logos such as</p> <ul style="list-style-type: none"> A. Logos with symbols and type B. Logos with only a symbol C. Logos with only text D. Realistic style logos E. Abstract style logos F. Multi-national versions of logos <p>2. Discuss key logo and product design ideas and characteristics of good design such as</p> <ul style="list-style-type: none"> A. Must be simple B. Must have relevance to the product or company C. Should have a limited color palette D. Should be as effective in black & white E. It can be abstract or realistic F. It can be a symbol, just text only or a 	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Use technology effectively to edit photographs and create works of art.</p> <p>Measuring skills will be applied when matting artwork.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>			<p>combination of the two</p> <p>3. Identify and discuss various actual corporate layouts in relation to their design, and public impact.</p> <p>4. Discuss research into product design and copyright restrictions/infringement.</p> <p>5. View and discuss the works of artists such as</p> <ul style="list-style-type: none"> A. Paul Rand (designed IBM, Westinghouse & UPS logos) B. Saul Bass (Dixie, Minolta, AT&T) C. Thomas Geismar (Xerox, Chase Manhattan, Mobil, PBS) <p>6. Possible Learning Activities</p> <ul style="list-style-type: none"> A. Choose a long-standing company or product and research it's logo history. The logo should have at least 4 logo changes throughout the company's history. B. Design a logo for a specific product or 		
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					<p>company using design software. The logo should follow all of the key logo ideas for a good logo.</p> <p>C. Design a tshirt with a front and back design. The front and back should be cohesive, and in color.</p>			
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Careers in Graphic Design	5 days	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree</p>	<p>What are some of the various career options within the graphic design industry? How has the advent of technology made graphic designing accessible to more than just artists?</p>	<p>There are many opportunities to use graphic design skills in contemporary society.</p>	<p>1. Discuss and view examples of work from the different areas within the graphic design industry such as:</p> <ul style="list-style-type: none"> A. Illustrator B. Logo Designer C. Technical Illustrator D. Product Designer E. Website Designer F. Package Designer G. Print/Layout Designer H. Art Director or Creative Director I. Advertising <p>2. Possible Learning Activities</p> <ul style="list-style-type: none"> A. Research a specific career within the graphic design industry and create a presentation for the class that includes: Examples of 	<p>Provide clear expectations of performance levels based on unit rubric.</p> <p>Teacher will provide individual and group feedback regarding design, technique and craftsmanship.</p> <p>Identify key terms and definitions related to unit.</p> <p>Class discussions on success of finished projects.</p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>Use technology effectively to edit photographs and create works of art.</p> <p>Measuring skills will be applied when matting artwork.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

	<p>of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>			<p>work from that field, median salary, work environment, details of the work, education required for the position and colleges that offer those degrees.</p>			
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BIBLIOGRAPHY

Careers in Art by Brommer & Gatto

WEBLIOGRAPHY

Elements and Principles of Art: <http://www2.oberlin.edu/amam/asia/sculpture/documents/vocabulary.pdf>

Adobe Illustrator Tutorials: <https://helpx.adobe.com/illustrator/tutorials.html>

Adobe Illustrator Tools: <https://helpx.adobe.com/illustrator/using/tool-galleries.html>

Typography: <https://www.youtube.com/watch?v=sByzHoiYFX0>

Museum of Art & Design: <https://madmuseum.org>

Cooper Hewitt Smithsonian Design Museum: <https://www.cooperhewitt.org/>

ASSOCIATION JOBS LIST BY UNIT

Unit 1	Artist, graphic designer, photographer, layout director, architect, art teacher, craftsman, cartoonist, jeweler, cameraman, director, etc.
Unit 2	Designer, IT specialist, artist, illustrator, graphic artist, web designer
Unit 3	Designer, marketer, advertiser, artist, illustrator, graphic artist, web designer
Unit 4	Designer, marketer, advertiser, artist, illustrator, graphic artist, web designer
Unit 5	Designer, marketer, advertiser, artist, illustrator, graphic artist, web designer, product designer
Unit 6	Designer, marketer, advertiser, artist, illustrator, graphic artist, web designer