

Graphic Design (*Master*)

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Content	Skills	Learning Targets	Assessment	Resources & Technology
Media Arts HS Create 2.9.2.2.1 Media Arts HS Create 2.9.2.3.2 Media Arts HS Create 2.9.2.4.1 Media Arts HS Present 2.9.3.5.1 Media Arts HS Present 2.9.3.6.1 Media Arts HS Respond 2.9.4.7.1 Media Arts HS Respond 2.9.4.8.1 Media Arts HS Connect 2.9.5.9.1. Media Arts HS Connect 2.9.5.9.2 Media Arts HS Connect 2.9.5.10.1 Media Arts HS Connect 2.9.5.10.2  <b>CEQ</b>  WHAT IS GRAPHIC DESIGN?  <i>UEQ</i> <ul style="list-style-type: none"> <li>Where did graphic design get its start?</li> </ul>	<b>A.What is the history of Graphic Design?</b>  Media Arts HS Respond 2.9.4.8.1 Media Arts HS Respond 2.9.4.7.1 Media Arts HS Connect 2.9.5.9.2 Media Arts HS Connect 2.9.5.10.1 Media Arts HS Connect 2.9.5.10.2  1a. Describe the basic progression of graphic design development through history  2a. Compare and contrast graphic design images produced by various cultures and time periods  3a. Will use correct terminology	<b>A.What is the history of Graphic Design?</b>  Media Arts HS Respond 2.9.4.8.1 Media Arts HS Respond 2.9.4.7.1 Media Arts HS Connect 2.9.5.9.2 Media Arts HS Connect 2.9.5.10.1 Media Arts HS Connect 2.9.5.10.2  LT1. I can explain a brief history of graphic design.  LT2. I can recognize and identify design in both nature and the human environment.  LT3. I can explain the steps used in graphic design.	<b>A.What is the history of Graphic Design?</b>  Media Arts HS Present 2.9.3.5.1 Media Arts HS Present 2.9.3.6.1 Media Arts HS Respond 2.9.4.7.1 Media Arts HS Connect 2.9.5.9.2 Media Arts HS Connect 2.9.5.10.1  <b>CSA</b> = Written explanation of graphic design history and process using terminology and art vocabulary.	<b>A.What is the history of Graphic Design?</b>  Media Arts HS Respond 2.9.4.8.1 Media Arts HS Respond 2.9.4.7.1 Media Arts HS Connect 2.9.5.9.2 Media Arts HS Connect 2.9.5.10.1 Media Arts HS Connect 2.9.5.10.2  1a.Communicating Through Graphic Design (Textbook)  2a.AIGA digital curriculum  3a. Presentation of Student & Professional Examples  4a.Adobe Illustrator

<ul style="list-style-type: none"> <li>● Where and how do we encounter images in our world?</li> <li>● What is the difference between fine arts and graphic design?</li> <li>● How are the building blocks of the fine arts used to create graphic design?</li> <li>● What tools and equipment are necessary to create graphic design?</li> <li>● How do we incorporate the basic principles/elements into graphic design?</li> <li>● What are the creative elements of graphic design?</li> <li>● What are the different types of graphic design?</li> <li>● What is the direction of graphic</li> </ul>	<p>4a. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.</p>			<p>5a. The Universal Arts of Graphic Design (PBS video)</p> <p>Graphic Designers</p> <p>Charles Spencer Anderson                  Saul Bass                  Lester Beall                  Chava Ben-Amos                  Seymour Chwast                  Lou Dorfsman                  Bob Gill                  Milton Glasser                  Charles Goslin                  George Lois                  Herb Lubalin                  Cipe Pineles                  Woody Pirtle                  Paul Rand                  Paula Scher                  Massimo Vignelli                  Alisa Zamir</p>
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<p>design in the 21st century?</p> <p>A. What is the history of Graphic Design?</p>				
<p><b>B. What tools and equipment are necessary to create graphic design?</b></p> <p>Media Arts HS Present 2.9.3.5.1 Media Arts HS Present 2.9.3.6.1 Media Arts HS Create 2.9.2.2.1 Media Arts HS Create 2.9.2.3.2</p> <ol style="list-style-type: none"> <li>1. Traditional mediums</li> <li>2. Computer systems/software</li> <li>3. Images are created using a variety of techniques, materials and equipment choices</li> </ol>	<p><b>B. What tools and equipment are necessary to create graphic design?</b></p> <p>Media Arts HS Present 2.9.3.5.1 Media Arts HS Present 2.9.3.6.1 Media Arts HS Create 2.9.2.2.1 Media Arts HS Create 2.9.2.3.2</p> <p>1a. students will be able to use and identify traditional mediums used in creating graphic design.</p> <p>1b. students will be able to operate computers, appropriate software, websites and apps necessary for image editing digital images through demonstration, application,</p>	<p><b>B. What tools and equipment are necessary to create graphic design?</b></p> <p>Media Arts HS Present 2.9.3.5.1 Media Arts HS Present 2.9.3.6.1 Media Arts HS Create 2.9.2.2.1 Media Arts HS Create 2.9.2.3.2</p> <p>LT1 I can use and respect materials in art.</p> <p>LT 2 I can use and identify traditional mediums used in creating graphic design.</p> <p>LT 3 I can use Illustrator and apps to edit and enhance images.</p> <p>LT 4 I can create a personal blog to share graphic design</p>	<p><b>B. What tools and equipment are necessary to create graphic design?</b></p> <p>Media Arts HS Present 2.9.3.5.1 Media Arts HS Present 2.9.3.6.1 Media Arts HS Create 2.9.2.2.1 Media Arts HS Create 2.9.2.3.2 Media Arts HS Respond 2.9.4.8.1</p> <p><b>CFA = Classroom observation of proper equipment handling</b></p>	<p><b>B. What tools and equipment are necessary to create graphic design?</b></p> <p>Media Arts HS Present 2.9.3.5.1 Media Arts HS Present 2.9.3.6.1 Media Arts HS Create 2.9.2.2.1 Media Arts HS Connect 2.9.5.10.1</p> <p>1b. Projector display of basic computer and application functions and controls</p>

<p><i>UEQ:</i></p> <p>Why use traditional mediums?</p> <p>Why use technology?</p>	<p>and independent problem-solving</p>	<p>with students, staff, friends and family members.</p>		<p>2b.Communicating Through Graphic Design (Textbook)</p> <p>3b.AIGA digital curriculum</p> <p>4b. Presentation of Student &amp; Professional Examples</p> <p>5b.Adobe Illustrator</p> <p>6b.Weebly</p>
<p><b>C. Elements &amp; Principles</b></p> <p>Media Arts HS Create 2.9.2.2.1                  Media Arts HS Create 2.9.2.3.2                  Media Arts HS Create 2.9.2.4.1                  Media Arts HS Present 2.9.3.5.1                  Media Arts HS Present 2.9.3.6.1                  Media Arts HS Respond 2.9.4.7.1                  Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Connect 2.9.5.9.1.                  Media Arts HS Connect 2.9.5.10.1                  Media Arts HS Connect 2.9.5.10.2</p> <p>1. The artistic choices you make</p>	<p><b>C. Elements &amp; Principles</b></p> <p>Media Arts HS Connect 2.9.5.10.1                  Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Create 2.9.2.4.1                  Media Arts HS Create 2.9.2.3.2                  Media Arts HS Create 2.9.2.2.1</p> <p>Identify the elements and principles of design in historical, professional and student graphic design.</p>	<p><b>C. Elements &amp; Principles</b></p> <p>Media Arts HS Connect 2.9.5.10.1                  Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Create 2.9.2.4.1                  Media Arts HS Create 2.9.2.3.2                  Media Arts HS Create 2.9.2.2.1</p> <p>LT1 I can explain the Elements and Principles of Design.</p> <p>LT2 I can use visual literacy methods to generate original ideas.</p>	<p><b>C. Elements &amp; Principles</b></p> <p>Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Present 2.9.3.6.1                  Media Arts HS Respond 2.9.4.7.1                  Media Arts HS Present 2.9.3.5.1</p> <p><b>CFA</b> =Classroom observation of proper handling of materials and equipment.</p> <p><b>CSA</b> = Postage Stamp Rubric</p>	<p><b>C. Elements &amp; Principles</b></p> <p>Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Present 2.9.3.6.1                  Media Arts HS Respond 2.9.4.7.1</p> <p>1c.document cam and powerpoint of student, professional and historical examples</p>

<p>when you create a graphic design.</p> <p>2. Line, Shape, Space, Form, Value, Texture, Color, Emphasis, Balance, Proportion/Contrast, Pattern/Rhythm, Movement, Unity</p> <p>3. Point &amp; Plane</p> <p>4. Figure-ground, Negative and positive space, Gestalt</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• What are the elements of art?</li> <li>• What are the principles of art and design?</li> <li>• How do the elements make up the principles?</li> </ul>	<p>Students will be able to apply the elements and principles to their graphic design</p> <p>Create multiple thumbnails and roughs using the elements and principles to design a postage stamp.</p>	<p>LT 3 I can demonstrate thoughtful choices by actively creating images rather than just copying existing images.</p>		<p>2c. Communicating Through Graphic Design (Textbook)</p> <p>3c. AIGA digital curriculum</p> <p>4c. Presentation of Student &amp; Professional Examples</p> <p>5c. Adobe Illustrator</p> <p>6c. Weebly</p>
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<ul style="list-style-type: none"> <li>• How do artists and designers use fundamental techniques of image making?</li> </ul>				
<p><b>D. Design process</b>                  Media Arts HS Create 2.9.2.2.1                  Media Arts HS Create 2.9.2.3.2                  Media Arts HS Create 2.9.2.4.1                  Media Arts HS Present 2.9.3.5.1                  Media Arts HS Present 2.9.3.6.1                  Media Arts HS Respond 2.9.4.7.1                  Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Connect 2.9.5.9.1.                  Media Arts HS Connect 2.9.5.10.1                  Media Arts HS Connect 2.9.5.10.2</p> <p>1. Define the Problem                  2. Learn                  3. Generate Ideas                  4. Design Development                  5. Implementation</p> <p><i>UEQ</i></p>	<p><b>D. Design process</b>                  Media Arts HS Connect 2.9.5.10.1                  Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Create 2.9.2.4.1                  Media Arts HS Create 2.9.2.3.2                  Media Arts HS Create 2.9.2.2.1</p> <p>Explore, analyze, and formulate new creative solutions to the presented problems.</p> <p>Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through the design process.</p> <p>Strategize idea generating methods in an effort to come up with more unique ideas</p> <p>Use the design process to develop a logo for a pet.</p>	<p><b>D. Design process</b>                  Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Connect 2.9.5.10.1                  Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Create 2.9.2.4.1                  Media Arts HS Create 2.9.2.3.2                  Media Arts HS Create 2.9.2.2.1</p> <p>LT1 I can analyze and understand the strong connections between art and design.</p> <p>LT 2 I can begin to understand the difference between effective and ineffective design.</p> <p>LT 3I can utilize feedback from peers and teachers to evaluate my work throughout the design process.</p> <p>LT 4 I can demonstrate the design process through experimentation, practice and persistence.</p>	<p><b>D. Design process</b>                  Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Present 2.9.3.6.1                  Media Arts HS Respond 2.9.4.7.1                  Media Arts HS Present 2.9.3.5.1</p> <p><b>CFA</b> =Classroom observation of proper handling of materials and equipment.</p> <p><b>CSA</b> =Animal Logo Rubric</p>	<p><b>D. Design process</b>                  Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Present 2.9.3.6.1                  Media Arts HS Respond 2.9.4.7.1</p> <p>1d. document cam and powerpoint of student, professional and historical examples</p> <p>2d. Communicating Through Graphic Design (Textbook)</p> <p>3d. AIGA digital curriculum</p> <p>4d. Presentation of Student &amp; Professional Examples</p> <p>5d. Adobe Illustrator</p> <p>6d. Weebly</p>

<p>1. What are the steps in the design process?</p> <p>2. Why are learning and research important to the design process?</p> <p>3. Why is it important to explore many ideas when solving a design problem?</p> <p>4. How does the design process help designers solve visual communication problems?</p> <p>5. What represents effective graphic design?</p>				
<p><b>E. Typography</b>                  Media Arts HS Create 2.9.2.2.1                  Media Arts HS Create 2.9.2.3.2                  Media Arts HS Create 2.9.2.4.1                  Media Arts HS Present 2.9.3.5.1                  Media Arts HS Present 2.9.3.6.1                  Media Arts HS Respond 2.9.4.7.1                  Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Connect 2.9.5.9.1.</p> <p>Typography In action</p>	<p><b>E. Typography</b>                  Media Arts HS Connect 2.9.5.10.1                  Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Create 2.9.2.4.1                  Media Arts HS Create 2.9.2.3.2                  Media Arts HS Create 2.9.2.2.1                  Media Arts HS Respond 2.9.4.8.1</p> <p>Analyze the role of typography in everyday life</p>	<p><b>E. Typography</b>                  Media Arts HS Connect 2.9.5.10.1                  Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Create 2.9.2.4.1                  Media Arts HS Create 2.9.2.3.2                  Media Arts HS Create 2.9.2.2.1</p> <p>LT 1 I can identify and use vocabulary words</p>	<p><b>E. Typography</b>                  Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Present 2.9.3.6.1                  Media Arts HS Respond 2.9.4.7.1                  Media Arts HS Present 2.9.3.5.1</p> <p><b>CFA</b> =Classroom observation of proper handling of materials and equipment.</p>	<p><b>E. Typography</b>                  Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Present 2.9.3.6.1                  Media Arts HS Respond 2.9.4.7.1</p> <p>1e.document cam and powerpoint of student, professional and historical examples</p>

<p>The Language of Type</p> <p>Font Pairing and Hierarchy</p> <p><i>UEQ</i></p> <p>What is typography and how does it affect design, communication and function?</p> <p>Where and how do we encounter typography in our community?</p> <p>How does design communicate and preserve aspects of life?</p> <p>How does learning the language of typography improve design skills?</p> <p>How does collaboratively reflecting on a work help us experience it more completely?</p>	<p>Identify experiences or products that need typographic redesign.</p> <p>Apply the elements and principles of design to real life problems.</p> <p>Create a poster using only text.</p> <p>Critically evaluate completed design.</p>	<p>associated with typography.</p> <p>LT 2 I can explain the effects of functional typography.</p> <p>LT 3 I can gain insights into meanings of artworks by engaging in the process of critique.</p> <p>LT 4 I can successfully use font pairing and hierarchy to create a poster only using type.</p>	<p><b>CSA</b> = Dr. Seuss Quote Poster Rubric</p>	<p>2e.Communicating Through Graphic Design (Textbook)</p> <p>3e.AIGA digital curriculum</p> <p>4e.Adobe Illustrator</p> <p>5e.Weebly</p>
<p><b>F. Brand Identity</b></p> <p>Media Arts HS Create 2.9.2.2.1</p> <p>Media Arts HS Create 2.9.2.3.2</p> <p>Media Arts HS Create 2.9.2.4.1</p>	<p><b>F. Brand Identity</b></p> <p>Media Arts HS Connect 2.9.5.10.1</p> <p>Media Arts HS Connect 2.9.5.9.1</p>	<p><b>F. Brand Identity</b></p> <p>Media Arts HS Respond 2.9.4.8.1</p>	<p><b>F. Brand Identity</b></p> <p>Media Arts HS Connect 2.9.5.9.1</p>	<p><b>F. Brand Identity</b></p> <p>Media Arts HS Connect 2.9.5.9.1</p> <p>Media Arts HS Respond 2.9.4.8.1</p>



<p>Media Arts HS Present 2.9.3.5.1                  Media Arts HS Present 2.9.3.6.1                  Media Arts HS Respond 2.9.4.7.1                  Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Connect 2.9.5.10.1                  Media Arts HS Connect 2.9.5.10.2</p> <p>Understand how groups and individuals use various forms to show their identity.</p> <p>Analyze a variety of brand identity.</p> <p>Create an identity for a person.</p> <p><i>UEQ</i>                  What role does research play in brand identity?</p> <p>What do you want the viewer to know about your client?</p> <p>How does developing a brand for a client differ</p>	<p>Media Arts HS Create 2.9.2.4.1                  Media Arts HS Create 2.9.2.3.2                  Media Arts HS Create 2.9.2.2.1                  Media Arts HS Respond 2.9.4.8.1</p> <p>Explore and describe a variety of brand identity solutions used by design firms to express client’s needs.</p> <p>Understand how graphic designers discover and create brand identity solutions</p>	<p>Media Arts HS Connect 2.9.5.10.1                  Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Create 2.9.2.4.1                  Media Arts HS Create 2.9.2.3.2                  Media Arts HS Create 2.9.2.2.1</p> <p>LT 1 I can identify and use vocabulary words associated with brand identity.</p> <p>LT 2 I can demonstrate the design process through experimentation, practice and persistence.</p> <p>LT 3 I can demonstrate thoughtful choices by actively creating images rather than just copying existing images.</p> <p>LT 4 I can gain insights into meanings of artworks by engaging in the process of critique.</p> <p>LT 5I can use a variety of layouts, color schemes and objects to display a unified brand.</p>	<p>Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Present 2.9.3.6.1                  Media Arts HS Respond 2.9.4.7.1                  Media Arts HS Present 2.9.3.5.1</p> <p><b>CFA</b> =Classroom observation of proper handling of materials and equipment.</p> <p><b>CSA</b> =Staff Member Brand Identity Rubric</p>	<p>Media Arts HS Present 2.9.3.6.1                  Media Arts HS Respond 2.9.4.7.1                  1f.document cam and powerpoint of student, professional and historical examples</p> <p>2f.Communicating Through Graphic Design (Textbook)</p> <p>3f.AIGA digital curriculum</p> <p>4f.Adobe Illustrator</p> <p>5f.Weebly</p> <p>logo                  logo type                  signage system                  trademark                  branding                  template                  insigma                  watermarks</p>
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<p>from creating personal artwork?</p>				
<p><b>G. Portfolio</b></p> <p>Media Arts HS Present 2.9.3.5.1                  Media Arts HS Present 2.9.3.6.1                  Media Arts HS Respond 2.9.4.7.1                  Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Connect 2.9.5.9.2                  Media Arts HS Connect 2.9.5.10.1                  Media Arts HS Connect 2.9.5.10.2</p> <p>Professional Portfolio-Preparing website</p> <p>Unity in a series of designs</p> <p>The portfolio</p> <p>Revised statement for portfolio</p> <p><i>UEQ:</i></p>	<p><b>G. Portfolio</b></p> <p>Media Arts HS Present 2.9.3.5.1                  Media Arts HS Present 2.9.3.6.1                  Media Arts HS Respond 2.9.4.7.1                  Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Connect 2.9.5.9.2                  Media Arts HS Connect 2.9.5.10.1                  Media Arts HS Connect 2.9.5.10.2</p> <p>Understand how a "portfolio" flows and looks through the eyes of a professional.</p> <p>Create a group of work that looks like it was created by the same person. Theme, style, medium is focused upon.</p> <p>Create a physical and digital portfolio that can be seen by professionals and understood.</p>	<p><b>G. Portfolio</b></p> <p>Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Connect 2.9.5.9.2                  Media Arts HS Connect 2.9.5.10.1                  Media Arts HS Connect 2.9.5.10.2</p> <p>LT1 I can understand how a "portfolio" flows and looks through the eyes of a professional.</p> <p>LT2 I can create a group of work that looks like it was created by the same person. Theme, style, medium is focused upon.</p> <p>LT 3 I can create a physical and digital portfolio that can be seen by professionals and understood.</p> <p>LT 4 I can create a design philosophy that could be read in conjunction with the portfolio.</p>	<p><b>G. Portfolio</b></p> <p>Media Arts HS Present 2.9.3.5.1                  Media Arts HS Present 2.9.3.6.1                  Media Arts HS Respond 2.9.4.7.1                  Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Connect 2.9.5.10.2</p> <p><b>CSA</b> =Presentation of Weebly website of the portfolio.</p> <p><b>CFA</b> =Class discussion.</p>	<p><b>G. Portfolio</b></p> <p>Media Arts HS Respond 2.9.4.7.1                  Media Arts HS Respond 2.9.4.8.1                  Media Arts HS Connect 2.9.5.9.1                  Media Arts HS Connect 2.9.5.10.1                  Media Arts HS Connect 2.9.5.10.2</p> <p>1g.Presentaion of student, professional and historical examples</p> <p>2g.Communicating Through Graphic Design (Textbook)</p> <p>3g.AIGA digital curriculum</p> <p>4g.Weebly</p>

<ul style="list-style-type: none"><li>• What is a portfolio?</li><li>• What do you include in a portfolio?</li><li>• How do you prepare for an interview?</li><li>• What are the careers of graphic designers?</li></ul>	Create design philosophy that could be read in conjunction with the portfolio.			
<ul style="list-style-type: none"><li>•</li></ul>				