

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Graphic Design 1, 2 High School – Grades: 9, 10, 11, 12 Intermediate Level – One Semester Elective

1. Subject Expectation      The students will know the language of the arts.  
State Goal 25

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
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- Critical Content      25.A.4 a. analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts
- elements – recognize and identify the elements of design
    - color
      - recognize the types of color, the expressive qualities of color schemes, and aspects of color theory
    - line
      - recognize types of line
    - space
      - demonstrate an understanding of spatial relationships
    - shape/form
      - identify types of shapes/forms
    - texture
      - identify the surface quality of texture
    - value
      - recognize value as a means of representing light
      - recognize the expressive qualities of value
      - identify the use of value
  - principles – recognize and identify the principles of design
    - unity/harmony
      - analyze the effective use of the elements and principles
    - repetition/pattern/rhythm
      - identify the regular repetition of elements, patterns, or movements in a design
    - contrast/variety
      - identify differences and diversities in a design
    - emphasis/dominance/focal point

- understand methods of directing attention in graphic designs
    - balance
      - identify types of balance within a design
    - movement
      - identify elements and principles that guide the eye across a design
- 25.A.5 b. analyze and evaluate students’ and professionals’ works for how aesthetic qualities are used to convey intent, expressive ideas, and/or meaning
- identify the use of elements and principles in a student design through individual and group critiques
  - identify the expressive qualities of a student design through individual and group critiques
  - assess effectiveness of professional graphic designs in terms of visual impact, idea and intent

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Understand the similarities, distinctions and connections in and among the arts</b>
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- Critical Content      25.B.5 a. understand how different art forms combine to create an interdisciplinary work
- print media
  - photography

**2. Subject Expectation (State Goal 26)      Through creating and performing, the student will understand how works of art are produced.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand the processes, traditional tools, and modern technologies used in the arts</b>
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- Critical Content      26.A.4e a. analyze and evaluate how tools/technologies and processes combine to convey meaning
- analyze and evaluate a variety of graphic designs

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Apply skills and knowledge necessary to create and perform in one or more of the arts</b>
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- Critical Content      26.B.4d a. demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving
- 26.B.5 b. create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making
- apply basic elements and principles of design in graphic designs to effectively communicate ideas
  - apply basic elements and principles of design in graphic designs which appeal visually to multiple audiences

- apply basic skills necessary to create successful graphic designs that correspond to their function and relevant use

**3. Subject Expectation (State Goal 27)      The student will understand the role of the arts in civilizations, past and present.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Analyze how the arts function in history, society and everyday life</b>
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| Critical Content | 27.A.4a | a. evaluate how consumer trends in all the arts affect the types and styles of art products   |
|                  | 27.A.4b | b. analyze how the arts are used to inform and persuade through traditional and contemporary art forms <ul style="list-style-type: none"> <li>• understand how design qualities can have an effect on success in the market place and the work’s function</li> <li>• understand how design qualities shape and reflect current styles and trends</li> </ul> |

**4. Subject Expectation (NETS 2)      Social, Ethical, and Human Issues**

<b>Essential Learning 1</b>	<b>Students will understand the ethical, cultural, and societal issues related to technology.</b>
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| Critical Content | a. understand and incorporate rules and practices regarding copy-written materials |
|                  | b. reinforce the District’s <i>Authorization For Technology Access Policy</i>      |

**5. Subject Expectation (NETS 3)      Technology Productivity Tools**

<b>Essential Learning 1</b>	<b>Students will use technology tools to enhance learning, increase productivity, and promote creativity.</b>
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| Critical Content | a. use photography tools such as digital cameras, scanners, and photo editing software to create product  |
|                  | b. use desktop publishing tools such as page layout applications, photo editing software, digital cameras, scanners, clipart and stock images to create product |

<b>Essential Learning 2</b>	<b>Students will use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</b>
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- Critical Content
- a. use digital photography tools and software to create a variety of photography products
  - b. use desktop publishing software to create a variety of publications such as business cards, brochures, flyers, page layouts and packaging designs

**6. Subject Expectation (NETS 4) Technology Communications Tools**

**Essential Learning 1**      **Students will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.**

- Critical Content
- a. use graphic design products such as business cards, page layouts, and packaging designs to communicate information
  - b. use digital images to communicate information

**7. Subject Expectation (NETS 5) Technology Research Tools**

**Essential Learning 1**      **Students will use technology to locate, evaluate, and collect information from a variety of sources.**

- Critical Content
- a. locate and gather images from a variety of sources (the internet, CD-ROMS, scanned materials) for various graphic design projects
  - b. read, comprehend, evaluate and interpret information regarding graphic design from a variety of online resources
  - c. use technology to locate relevant examples of a variety of graphic designs and evaluate/critique their effectiveness in terms of design, functionality, and communication

**8. Subject Expectation (NETS 6) Technology Problem-Solving And Decision-Making Tools**

**Essential Learning 1**      **Students will use technology resources for solving problems and making informed decisions.**

- Critical Content
- a. solve problems of visual design
  - b. solve problems of functionality
  - c. solve problems of communication of ideas

**Essential Learning 2**      **Students employ technology in the development of strategies for solving problems in the real world.**

Critical Content

- a. employ graphic design tools to explore solutions to relevant and meaningful projects
- b. implement and evaluate a proposed solution based on relevant real world industries standards

**9. Subject Expectation  
(State Goal 3)**

**The student will write to communicate for a variety of purposes.**

<b>Essential Learning 1 (Learning Standard C)</b>	<b>Communicate ideas in writing to accomplish a variety of purposes</b>
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Critical Content

- 3.C.5a
- a. communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation
    - create written analysis of design elements and principles of student and professional graphic designs

**10. Subject Expectation  
(State Goal 4)**

**The student will listen and speak effectively in a variety of situations.**

<b>Essential Learning 1 (Learning Standard B)</b>	<b>Speak effectively using language appropriate to the situation and audience</b>
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Critical Content

- 4.B.4a
- a. deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organizations, clarity, vocabulary, credible and accurate supporting evidence
    - create an oral presentation for their graphic design project

**11. Subject Expectation  
(State Goal 7)**

**The student will estimate, make, and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.**

<b>Essential Learning 1 (Learning Standard C)</b>	<b>Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings</b>
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Critical Content

- 7.C.4a
- a. make indirect measurements, including heights and distances, using proportions (e.g., finding the height of a tower by its shadow)
    - use rulers and guides within software applications to manipulate graphics and page layouts
    - understand spatial relationships between the elements of a graphic design