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Course Revision

Revisions are required when a school:

- Changes the course title, transcript abbreviation or course code/number
- Changes grade level
- Reduces course length (i.e. from year to semester)
- Eliminates honors status

Revisions are NOT required when a school:

- Updates course materials
- Makes minor shifts in course content

> **Begin revision**

Graphic Design (NAF) (NAF)

CORE Butte Charter School (054171)

Basic Course Information

Abbreviations:

Abbreviation	Course code
a-g Graphic Design	

Length of course:

Half Year (1 semester; 2 trimesters; 2 quarters)

Subject area:

Subject area	Discipline
College-Preparatory Elective ("g")	Interdisciplinary

UC honors designation:

None

Grade levels:

9th	10th	11th	12th
✔	✔	✔	✔

Course learning environment:

Classroom	Online
✔	

Is this course an integrated course?

No

Course Description

Overview:

The Graphic Design course is an interactive course that combines hands-on introduction with the academic and technical creative skills of a professional graphic designer. Students learn the distinguishing features of communicating academic concepts visually through graphic design. Using technical computer skills to equip them for graphic design professional career pathways. Students master the principles of graphic design using elements as color, typography, and images.

The course includes an end of course culminating project where students create a design portfolio for a client. They learn about business identity, designing and creating a logo and a business card, and an advertising campaign component included in the portfolio they create for their client. Students explore the types of careers available to graphic designers today, the college entrance requirements for graphic design.

Students apply their academic knowledge in the core content area of English on all key assignments and in the culminating project. This course turns student's thoughts and academic processes to the lens of the Graphic Designer using the literary skills, language and grammar

skills to develop professional documents.

The Graphic Design course is a keystone course for the Academy of Information Technology's total program of study. The Academy of Information Technology is a comprehensive course of study that is cross walked with the Common Core Standards. The Graphic Design course is fundamental in preparing students for college and career preparation in the Information Technology Industry. This course provides the academic knowledge, technical knowledge, technology applications, trouble shooting, document preparation and design, customer interaction skills, literary mechanics skills and principals in applying all the students have learned throughout the course.

Graphic Design relates to real world projects that graphic designers create for their clients. Reinforcing the English and Language arts skills they have learned and applying them to real world products.

Learning activities are designed to be academically rigorous with complexity, emotionality, provocativeness, and ambiguity, thus challenging students in a deep and direct way. Each lesson includes the related academic and/or career standards to promote rigor, relevance, integration, and preparation for postsecondary success. An emphasis on succeeding at real-world tasks is achieved through hands-on activities, and project-based learning. Project work requires students to utilize communication, time-management, and academic skills that they will need to succeed in the graphic design workplace. Literacy components are included in each lesson to ensure students build higher level reading and writing skills in parallel with subject-matter skills. Cross-curricular activities help students make the academic connections, constructing a focus on the English and Literacy knowledge skill base fundamental to their success.

Prerequisites:

None

Co-requisites:

None

Course content:

Exploring Graphic Design Careers

Students are introduced to the types of employment available to job seekers looking for a position in the field of graphic design. It also describes the kinds of work that experienced job seekers look for, including working "in house" and working as a freelance designer.

Students consider their own goals and qualifications in the context of these positions. Students hear from a guest speaker who works in the industry.

This also gives students an opportunity to learn more about putting together a professional portfolio, and they begin to make decisions about the final layout and content of their course portfolios.

Creating Logos and Applying Identity to Printed Materials

Students put into practice all of the graphic design skills that they have acquired to create logos, business cards, letterhead, and other printed materials requested by their client as part of the culminating project. Students learn the basics of logo design and learn how to create a variety of collateral that adhere to the same identity design, in an effort to gain instant recognition for their client's business or organization.

Students to study the history of logo and business card design. What historical events created the need for publicity such as business cards and logos? When and where were these forms of graphic design first introduced? Ask students to write a report on what they find and share it with the class.

Students imagine that they are a historical figure of their choice, and then to create letterhead that would be appropriate for that particular person. Remind them to choose typefaces and colors for their letterhead that reflect the time and place of their historical figure. After they create the letterhead, have them use it to write a letter to another historical figure of the same era. Ask students to expose an important issue of the time in the letter and to try to persuade their correspondent on what action to take.

Identity Design

Students first gain an understanding of how businesses use an identity design to communicate visually. Students look at printed materials from well-known businesses and thinking about what makes a company's identity memorable, unique, and effective. Students to visit 5 stations with their partner. More than one pair can visit a station at a time, but spread students among the 5 or 10 stations, then share with the class what they deduced about the different businesses, and answer any questions they have.

Images

Extracting meaning through communicating with images, students get practice exploring how images communicate a message. Students view images in pairs and talk about the meaning of the different images as a class. Students then read the selection; Choosing and Acquiring appropriate images. The purpose of this reading is to familiarize students with the different types of sources for acquiring images. It also shows how to evaluate whether an image is suitable for a particular graphic design. Students them select stock photography images, selecting an image for a skydiving poster, as described in the creative brief that is included as part of the worksheet.

Students then display the stock photography image they have chosen on their computer screen and to place their completed assignment sheet about the photo on their desk. Students then review each other's work. Students then complete a tutorial on brush and pencil tools students experiment with the various brush and pencil options available in Photoshop and then draw their own beach scene. Instruct students to work through the different sections of the tutorial and to learn as much as they can about how brushes work by experimenting with the different options. The instructor then presents a power point on vector graphics and raster graphics, students take notes as the presentation goes on. Students then create a design using drawing tools and custom shapes in Photoshop. Students draw a playing card using the Photoshop drawing tools. Each student is assigned a different card ace-ten out of a deck of cards. When the card is complete they share their drawings with each other. The next assignment is for students to create a depth of field, bringing one part of an image to the forefront. Students then create a CD cover to demonstrate their ability to use what they have learned. The students then play role of the client who wrote the creative brief for the CD cover. Students in this peer review, play the role of the client and reviewing another student's work to evaluate whether it solves the problem set out in the creative brief. Students create a deck of cards, front and back, on card stock paper. Instruct them to make the design for the backs of the cards using the Photoshop Brush tools. They fit nine cards per page of US letter paper. Students research how and why you register a copyright in the United States and to write a report outlining the procedure. This information is available online from the US government. Students share their report with the class. Students create a collection of 10 stock photography photos related to a topic they are studying. For each photo, they describe how the photo communicates meaning about the concept and why it would be useful to have the photo instead of just using text.

Typography
Students analyze how the application of visual arts elements and principles of design communicate and express ideas, perform common editing and formatting functions, and be able to format text and documents including the ability to use automatic formatting tools. In lesson eleven student focus is on what contributes to a clean, clear, and well-designed text. Students think about how important well designed text is in graphic design, comparing two paragraphs and decide which one they think is more effectively designed. In the next assignment labeling students learn the terminology for the basic elements that compose type. Using a reference page on the terminology in typography, students will familiarize themselves with the terms used in the industry.   Students will read a selection on categories of typeface, this will provide a background for choosing typefaces for a particular design. The instructor will present on typography and spacing, this introduces students to the types of spacing graphic designers need to think about when using text. A guided practice on formatting text in Photoshop, in this assignment students learn how to use antialiasing, leading, kerning, and tracking features in Photoshop to smooth and format text. Students practice by applying antialiasing, leading, kerning, and tracking on a Photoshop file. In an independent practice activity students use the skills they have learned in the previous lessons on typography to create an effective text design in Photoshop. In this assignment students learn how to use Photoshop to type text along a path and to use different warp text styles, students use text effectively in a design is to make it an integral part of an image

or a shape in the design. The instructor presents a power point presentation on Type is Speech Made Visible, The purpose of this presentation is to show students how to choose typefaces that communicate their message. Students give an example of how you communicate the emotion of fear using a typeface. Students take notes an add words to their taxonomies. Students complete a scavenger hunt to get practice observing how professionals use type to express meaning. Students work in pairs, and give each pair a few magazines to look through. Students look through their magazines and find typefaces that express light-heartedness, seriousness, humor, a particular time and place, urgency, or some other quality. Students then create their own personal statement apply what they have learned about using type to express meaning to making their own personal statement using typography. Students to write their first and last names on a page in their notebook, and then to write several words that describe who they are below their name. Have them share what they wrote with a partner, and then explain to students that in this activity, they will use the letters in their name to create an interesting composition that shows something about who they are. Students complete a gallery walk of thumbnail designs of their name typography. Students research the different font software formats (such as PostScript, TrueType, and OpenType) and write a report on the usage of these different formats. Students visit www.fonts.com (http://www.fonts.com) and report on what's available. Have students give a copy of their report to their classmates for future reference. Students watch the film *Helvetica*. Then write a few paragraphs explaining how the Helvetica font has influenced the design fonts they use and plan to use in the future. Students study the history of typefaces from the 15th century to 21st-century computers (or ask students to concentrate on typefaces in one particular period of history). They create a timeline of the most important developments and breakthrough. Their timeline demonstrates effective use of typography. Student timelines are displayed in the classroom.

Fundamentals of Color

Students apply existing knowledge to generate new ideas, products, or processes. In lesson ten the key assignments focus on the fundamentals of color in graphic design. In this lesson students consider why some color combinations work better than other. Students will be learning on color theory, effective color combinations in their graphic design work. Reviewing designs students choose the color combinations they believe are more effective than others. Students create a color wheel to learn how colors are created and how they relate to each other. Creating their color wheels students will then focus on the concepts of complimentary colors, triads, split complement triads and analogous combinations.   Students will use the color wheels to illustrate each type of color combination. Creating Color Combinations, and instruct them to color the different shapes in the Photoshop files. An independent practice working with hues, tints, shades and monochromatic schemes. Students create a design in Photoshop using the color wheel, by combining primary colors and the shade, created by adding black to the hue and tints, created by adding white to the hue. Students consider the monochromatic color scheme, and suggest where a monochromatic color scheme might be effective. Students complete a reading activity on color communication and understand the importance of color in visual communication. Realizing the every color communicates both emotion and physical feeling that is essential for graphic designers to understand how color communicates. Students will explore the meanings of

different colors and color combinations. The reading assignment will help them to connect colors with meaning, students get together with a partner and share the meaning of a particular color. Students will associate colors with descriptive adjectives that convey meaning. Students will create a page with a square of five colors they chose and write the word in the different colors in the font of their choice. Students will share their created pages with the class. A presentation of CMYK, RGB and Grayscale color systems will be given by the instructor. Students will complete a K-W-L chart as they follow along in the presentation. Students will create a color palette for a local business, learning that when working as a graphic designer for a business that an important skill is to create a palette of colors for the business. Students will create a color palette in Photoshop. Students will display their color palettes on their screens for a gallery walk activity reviewing other students color palettes. Students create duotones and quadtones in Photoshop using the following tutorial: http://www.dpchallenge.com/tutorial.php?TUTORIAL_ID=23 (http://www.dpchallenge.com/tutorial.php?TUTORIAL_ID=23). Have students print out their results and share them with the class. Point students to https://www.kuler.adobe.com (https://www.kuler.adobe.com), and instruct them to use the real-time color wheel on this site to create a color system. To begin, they should click Create on the home page. They will have to sign up as Adobe ID holders to use the site, but the ID is free. You could also ask them to choose one of the contributed color themes they would like to use for a project.

Layout and Balance

Students apply existing knowledge to generate new ideas, products, or processes Create original works as a means of personal or group expression, plan and manage activities to develop a solution or complete a project. In lesson nine the key assignments introduce students to the concept or using a grid for layout. In the first key assignment of this lesson students with realize that behind every page is an invisible grid, students will identify the labels on the grid, including the rows, gutters, margins, modules and horizon line. In the next assignment students will identify a wide variety of page layout elements. Working with a two-page spread, they will become conversant with the page layout elements and apply the elements to their own pages. Students will create the layout of a school paper using a layout grid. Students will create a file that contains several layers that they need to place in the layout grid of the front page. Students will be introduced to the concept of placeholder text. They will then be introduced to recognize balance in graphic design concentrating on visual weight. Students create a design that demonstrates balance and focusing on the career skills of prioritizing and completing tasks without direct oversight, and demonstrating creativity and innovation. Students review an Andy Warhol design and focus on the visual weight of the visual weight of the various layers, taking this into account in order to achieve a balanced layout. The concepts of symmetrical and asymmetrical balance are applied in this lesson as well.   Students will create a grid in Photoshop using a tutorial. The grid will be two columns, and three rows below the horizon line. Students will complete the grid math on their own, dragging guidelines vertically and horizontally. Students will use ratios to calculate the width and height of columns, rows, gutters, and margins for different grid structures that can be used on various page sizes (for example, US letter portrait and landscape, legal, executive, poster, etc.) make a chart with the information. Using this chart for reference when they need to create a grid.

Visual Hierarchy

Create original works as a means of personal or group expression, analyze how the application of visual arts elements and principles of design communicate and express ideas and Use product or service design processes and guidelines to produce a quality product. In lesson eight the key assignments introduce students to the concept of visual hierarchy and applying its principles to their assignments and activities. Students will first be presented with a series of four designs and for each design they tell where look to first, second and third in the designs. Students will partner up and discuss each of the designs and where they looked and explain why they looked at the design in that order. Next students will determine which elements are the most important in a design and then use Visual Hierarchy to make the important elements of the design stand out. Students begin to understand that visual hierarchy sets a priority order for all the information in the design. The next key assignment designing a yogurt cup will show students to determine which elements are the most important in a design and how to make the elements stand out. Using Photoshop the students will create the yogurt packaging.   Students will identify the key words and graphics and establish the visual hierarchy on the packaging. Students will share their products with the class, explaining the focal point of the packaging and why. Students will add layers with shapes, resize the layers, change fonts and colors or rework the parts in other ways as long as they communicate the same message. Students will research and find three works of different graphic designers and study their design techniques, students will discuss their designers, their work and write an essay on their findings to share in small cooperative groups. Students will review each other's essays and will check the essay against the assessment criteria and offer suggestions for improvement. The application key assignment for lesson 8 is the student to plan an advertising flyer that they will create to publicize an upcoming school event. Students will create a rough of the flyer using paper and colored pencils, making sure to follow the established principals of visual hierarchy, and that it complies with the principles of proximity, alignment, contrast and repetition. Students will create a final product in Photoshop. A gallery walk of the student created flyers will be posted within the room. Each student will note for each flyer, where they looked, first, second and third on the flyers. Students will provide feedback on sticky notes that will be posted on each flyer. In an enhancement activity, students will, as a graphic designer creates a visual hierarchy to lead the viewer through a design, so a good fiction writer starts with an interesting lead that sends the reader breathlessly into the next paragraph. A great lead serves as a focal point and draws the reader in, much as a visual focal point draws a viewer in to a design. And the writer leads the reader through the story, with everything pointing in the direction of the climax or the call to action. Instruct students to write a feature story about an upcoming event, using the following strategy, research the event, read over your data to find your focal point or key thought that can lure your reader into the story, and organize the information so that everything accentuates the climax, or the most important message. The final key assignment for lesson eight is for students to collect 20 graphic designs that they like and that use a variety of techniques to establish visual hierarchy. For each design, ask students to write a sentence explaining how effective visual hierarchy is created. Remind students that becoming skilled at creating visual hierarchy requires studying the work of skilled graphic designers.

Proximity, Alignment, Repetition and Contrast

Proximity, Alignment, Repetition and Contrast. Create original works as a means of personal or group expression, Perform common editing and formatting functions, Perform common printing/outputting functions, be able to format text and documents including the ability to use automatic formatting tools in the following assignments. Students review graphic design principles by comparing effective and ineffective graphic designs, listing all the items that make one design better than the other. Students then view and take copious notes on a presentation of the Principles of Graphic Design. Students share their notes with a partner to ensure they have grasped the presented material. In the next assignment students practice identifying proximity and creating proximity in a design. Students are given two examples and review them with a list of rules of proximity. Students will then sketch out a version of each design that illustrates the rules of proximity. The next assignment is a guided practice activity in which the students practice recognizing effective use of alignment. Students draw in the lines that show how images in the design are visually connected because they are on the same line. Once students understand how invisible lines connect items, refer them back to their worksheets of alignment in graphic designs. Students review the rules for designing with the concept of alignment in mind. Students learn best practices for text alignment by going over examples of the different types of text alignment as a class, and ask students to give examples of when they would be likely to use the different types of text alignment. Given as many examples of books, magazines, newsletters, ads, newspapers, and such as available, students find effective examples of each type of text alignment. Have them either cut out or photocopy their examples to create a small collection of effective alignments and paste them on a piece of chart paper, labeling each type of alignment. Explain that they should cut out or photocopy the whole page, to show how the alignment is used in relation to other items in the layout. Each student will post their chart paper on the wall when they are finished. In the next assignment students will recognize repetition in graphic design. Students will enhance their graphic designs by using repetition. Students review a design and list all the repeating elements that show unity with variety. Students will learn how the elements of contrast draw a viewer in to a design. Students will study three graphic designs and draw conclusions based on their understanding of elements of design. Students will view a file in Photoshop and describe the selection tools and the retouching tools used to create the contrast in the photo. Students will create a contrast design in Photoshop using all the tools and elements in the previous lessons. Students will look for and identify elements of contrast in provided examples to be proficient in spotting contrast in the work of others. The final assignment is lesson seven is for the students to plan and design thumbnail sketches of a menu, three roughs of their menu and creating a final design for their menu using all the skills they practiced in the lesson.

Corrections

Students adjust or correct the tonal range, color, or distortions of an image, demonstrate knowledge of retouching and blending, demonstrate knowledge of color correction using Photoshop CS5. The purpose of this activity is to introduce students to the photo correction tools used in Photoshop, they will learn the basics of correcting and retouching photos using Photoshop, by reviewing a set of photos and identifying the corrections that have been made on

the photos. Once reviewed the class will discuss which corrections were made and which tools were used, to check student work. In the next assignment students learn various techniques for using the healing tools, student will review an image and make suggestions on possible photo corrections that might be made. Students will view a video on how to retouch blemishes on photos. Students will then use the healing tools, healing brush, spot healing brush and the patch work tool to correct the photo. Using the option bar is the next lesson, where students use the option bar to adjust brush settings. Corrections on the photo will include corrections the following, remove moles and blemishes on the younger woman's face, remove highlights in the young woman's hair, clean up the older woman's face, remove the distracting stocking in the background, clone the older woman's left eye over her right eye. The next key assignment students will learn how to use the toning tools, students will watch a video on how to use Dodge, Burn and Sponge toning tools. Students will open the image in Photoshop and work to improve the image using the toning tools they learned about in the video. Students use the Dodge tool to lighten the faces, the Burn tool to darken the baseball cap or the washed-out shirt, and the Sponge tool to desaturate the red sock. Students will be challenged to make the striped sweater all gray tones. The next assignment is for students to learn File Formats, students will learn that it is helpful to gather all of the information they have collected about image file formats in one place. Refer them to Student Resource 6.4, Reference Sheet: File Formats, and explain that to complete the reference sheet, they need to read each description and fill in the name of the file format that is described. Remind students that the best format for a graphic depends on how you intend to use it, and they should know when each of the file formats listed on this reference sheet is the best one to use. Students will complete a Think, Pair, Share on Photo Correction Skills, answering the prompt: In a job interview in a photography studio, the three things I want to be sure to the interviewer about my skills in photo correction are: ? As an enrichment activity, students gather images of their family to create a family photo album with anywhere from 2 to 20 images. These images can be digital photos, scans of paper photos, or a combination of both. Tell students to retouch all of the photos as necessary. When they have perfected all of their images, they should print them on photo paper, if possible, so that they can share the album with their family. Instruct students to watch the video about making color adjustments in Photoshop at http://tv.adobe.com/watch/learn-photoshop-cs4/making-adjustments/ (http://tv.adobe.com/watch/learn-photoshop-cs4/making-adjustments/). Then have them adjust the colors in a photo of their choice, using the information they have learned in the video about creating adjustment layers from the Adjustments panel.

Working with Masks
This activity introduces students to the tools and techniques used for creating layer masks in Photoshop. The activity focuses on the following career skills: Developing awareness of one's own abilities and performance and effectively using technology relevant to a profession. Students that layer masks to hide (or mask) part of a layer using painting and selection tools. Just as they used a face mask to hide part of their face in the previous activity, so they will use a layer mask to hide (or mask) part of a layer in this activity. In the next assignment students learn how to use a layer mask to combine two images by hiding parts of one image with a mask from the second image. Students learn how to use Photoshop tools to adjust the edges of masks. They read

about each tool and then have a chance to try it out. Students answer questions about where the tools are located, and how to use the tools effectively to refine edges of their selections. Students learn how to use the Quick Selection tool to make a rough selection, and then to use the Smart Radius tool on the Masks panel to detect edges and refine areas of transition. Students use a Defining Format chart to write definitions for the terms *layer*, *selection*, and *layer mask*. Students use what they have learned in previous lessons to create an image of what they imagine a utopian world would look like. Their image must use selections, layers, and layer masks. English Language Arts enhancement; Students list "masking" terms such as *auditory masking, back masking, masking tape, mask computing, masking agents, sound masking,* and *spectral mask,* and instruct them to make a chart that shows what each term means in one column, and what part of the meaning is common to all masking terms in another column. Ask students to add other masking terms to their chart.

The Graphic Design Process

Getting Started with Graphic Design software applications. Students analyze and create two and three-dimensional visual art forms using various media. Students demonstrate knowledge of image resolution, image size, and image file format for web, video, and print. Students demonstrate knowledge of design principles, elements, and image composition. Assignment 1 is assembling a puzzle: The Photoshop Work Area, students develop Photoshop proficiency by becoming familiar with the Photoshop Work Areas, students are given puzzle pieces that are part of the Photoshop Work Area. Students complete the tasks on the puzzle pieces to the corresponding Photoshop Work Areas. Students complete a K-W-L chart on Image Size, Canvas Size and Resolution. The next assignment is for student's complete guided practice cropping a picture. Students demonstrate the Navigator panel to move around in the image and increase zoom. Students read a tip sheet on Composition Balance, reading and underlining key items and then sharing the items with their peers. Students complete an independent practice activity by creating a cropped image. Students use a chosen photo, crop it, then reflect on the following questions, what resolution did you choose for your image and why? What dimensions did you choose for your image and why? How does the new image show composition balance? Students then begin a guided practice activity where he dissect a composite image into layers. Students create, duplicate, delete and move layers in the next assignment. Students then complete guided practice using selections to edit images. Editing Using Selections. Demonstrating that in each of the four series of images, something has been selected from the first image and inserted into the second image to create a new image with two layers. Students then plan the composition of a multilayer image that they will use as a cover for their Graphic Design course notebook. Students will be applying all that they have learned in this lesson to create their own multilayered image that they will use as a cover for their course notebook.

Graphic Design?

What is graphic design? Students analyze how the application of visual arts and principles of design communicate and express ideas. Students analyze the interdependence of the technical and artistic elements of various careers within the Arts and A/V Technology and Communications Career Cluster. Students create a sign that communicates meaning, students create signs for their school to communicate information to students, faculty and visitors to the school. The signs include Icons, Symbols and Pictograms to help communicate meaning, student's language arts skills are used to create signs that exemplify academic excellence. Students complete a written analysis on a chosen graphic design and how it communicates visually. Students conduct a peer review and a written analysis on the Graphic Designs created by others in their class. Students write a personal reflection statement on the topic what is Graphic Design? Students compare and contrast the defining elements of visual communication with those of written communication and verbal communication creating a Venn diagram to show their findings. Answering the questions how are the messages encoded differently? What elements of communication are always the same?

Course Introduction

Students set their course academic expectations by reviewing previously submitted culminating projects to get a sense of their scope of work, academic and content skills needed to complete the project. Acquiring a sense of the course academic and content objectives as they view the culminating projects. Students set up course tools: a general taxonomy of key academic and accounting terms, and a notebook and an electronic portfolio that they will document the graphic design course work. Students realize the work that is ahead of them in the course and the expectations of the culminating project presentation if front of their local business partners and school staff.

Course Overview

In the first class students review previously submitted culminating projects to build the student expectations for the work and study they are about to complete. Students will also set up their notebooks, taxonomies and learn the classroom procedures for success. Students begin to plan their culminating project as they review others, planning the stages of work to be completed. In the second lesson, students focus on the function of graphic design in communication, particularly on the written communication skills needed for success in graphic communications. Students create a brief detailing the parameters of a graphic design. In the third lesson students specifically address the parameters for graphic design work, working cooperatively, writing, language skills, and computer skills. In lesson four, students begin to work within Photoshop to create a multilayer image, with an accompanying annotation, beginning to apply their academic knowledge within Photoshop to create a product. In lesson five, students begin work with masks, individually creating an original image, using selections, layers and masks accompanied by a descriptive annotation of the image. In lesson six, students individually correct images using Photoshop tools and commands, making basic photo connections in Photoshop. In lesson seven, student focus is on proximity, alignment, repetition and contrast as they create a

restaurant menu design using all the principles of proximity, alignment, repetition and contrast. Students focus on the phrasing and language with the creation of the product to gain the reader's attention. In lesson eight, focus on visual hierarchy, writing an explanatory essay that analyzes visual hierarchy and creating marketing flyer that demonstrates visual hierarchy. In lesson nine, specific focus is given to design layout and balance with students creating a layout on their last break using their own digital photos, students create the layout using their photos and information applying the principals of layout and balance. The captions for the photos, written to enhance the layout using their language skills. Lesson ten begins with the fundamentals of color students create a color palette for a business and summarize their work to the employer in a creative brief, explaining their work and thoughts. In lesson eleven, students pay particular attention to Typography, how it affects the readers perceptions of the documents. Students create their names in different Typographical designs to express their work and personalities, a brief written description of each to explain the student's thoughts of each design, and how it expresses their work. In lesson twelve, students work with images, the student creates a CD cover for a local musical group, students manipulate the image and create the words, phrases to get consumer attention to the CD to generate an increase in sales. In lesson thirteen, students create three proposals for an identity design style guide. This is created for their assigned client for their culminating project. These proposals will be reviewed by the client, so all the principles discussed in the previous lessons needs to be pulled from as well as the inclusion of their professional writing skills, to create a document they are proud to share with a client and demonstrate their professional skills in graphic design. Information in this activity is specific to the client, their business, services and products, requiring students to thoroughly research the company.   In lesson fourteen students use their creativity using all the previous principles to create a company logo, using the images, color palette, and typography they created in previous lessons. Students communicate with their clients through email, phone calls, establishing a working relationship with the client. The designed logo will adhere to the client's identity and tell a story about the client. Students create an identity to the company's printed materials, creating a business card, letterhead and company brochure that use the logo, color palette and typography they have created. In lesson fifteen students explore the graphic design careers and connect with industry experts. The deliverable for this lesson is a draft of a professional-style design portfolio representing their work in graphic design. Students will interact with guest speakers from the graphic design industry, using their language skills to craft professional questions, students will review the guest speaker's portfolios as examples of what the industry standard for portfolios. Students will also connect with a local representative of the AIGA chapter so they may begin their involvement with a professional association. Student created portfolios will be presented to the programs advisory board for review, to connect with and demonstrate the skills being learned throughout the course. In lesson sixteen, students will present to their peers, local business members, school staff and their clients their complete culminating project including the identity design portfolio, identity design style guide, business card, logo, letterhead and company brochure. Students will demonstrate their professional presentation skills, professional image and dress as they present to the group. Students will exemplify the academic, common core language skills they have learned and applied throughout the course.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Identity:Basic Principles of identity design in the Iconic Trademarks of Chermayeff and Giesmar	Giesmar Tom and Sagi Haviv and Ivan Chermayeff	New York:Print Publishing	2011	[empty]	No
Thinking with type	Lupton, Ellen	Laurence King Publishing	2010	[empty]	Yes