

**Murrieta Valley Unified School District**  
**High School Course Outline**  
**May 2011**

**Department:** Visual and Performing Arts

**Course Title:** Graphic Design II (Computer Graphics)

**Course Number:** 6050

**Grade Level:** 10-12

**Length of Course:** Year

**Prerequisite(s):** Graphic Design I with grade C or better or teacher approval

**UC/CSU (A-G) Requirements:** F

**Brief Course Description:** This course provides intermediate to advanced experience in computer generated print and beginning experience in motion graphics. Professional software will continue to be explored through demonstration and studio practice. This course is designed to develop students' skills, techniques and build upon complex ideation. Students will gain knowledge in creative expression, artistic perception and aesthetic valuing. Strong emphasis will be on further examining typography, design and layout in producing quality print collateral. A portfolio of artwork is created that reflects refined craftsmanship, technical skill and personal style.

**I. Goals:**

The student will:

- A. Develop perceptual and analyzing skills as they examine student and professional works of art using elements of art, principles of design and graphics vocabulary through written and oral presentations. (1.0, 1.1, 1.2)
- B. Analyze and discuss their artwork as to their personal direction and style. (1.3)
- C. Compare and contrast artworks created in different periods and media and discuss how the elements of art and principles of design effect visual communication. (1.4, 1.5, 1.6)
- D. Analyze the choice of art media and how it affects the artist's style in their own artwork as well as professional art. (1.7, 1.8)

- E. Maximize the use of professional computer graphics software to create works of art that demonstrate increased complexity in design and skill which reflect their meaning and intent. (2.0, 2.1, 2.2)
- F. Design school programs, displays, posters and other school related projects as needed. (2.3)
- G. Prepare a print and digital portfolio of artwork that reflects refined craftsmanship, technical skill and personal style. (2.4, 2.6, 4.6, 5.3)
- H. Identify artists and their styles and discuss the diverse social, economic and political developments reflected in the works of art examined. (3.1, 4.3)
- I. Identify and describe the influence of historical and cultural contributions of graphic design and examine how new technology has affected contemporary works of art.
- J. (3.1, 3.2, 3.3, 3.4, 5.1, 5.4)
- K. Practice critical thinking skills and make aesthetic judgments when creating and critiquing artwork. (4.0, 4.1, 4.2, 4.3, 4.4, 4.5)
- L. Explore and research careers in the graphic arts and other art related fields. (5.0)
- M. Participate in class discussions, demonstrations and presentations of professional and student work and discuss the many different factors that contributed in the creation and outcome of artworks examined. (1, 3, 4, 5)

## **II. Outline of Content for Major Areas of Study**

### **Semester I**

#### **A. Introduction**

- 1. Course Overview: Course Expectations, requirements, classroom procedures
- 2. Care and Safe Use of Equipment: Computer hardware and software
- 3. Development of art portfolio and personal notebook
- 4. Grading Criteria and Project Rubrics
- 5. State Frameworks: Visual Art Standards
- 6. Philosophy of art: Aesthetics, self-motivation, creativity (left & right brain activity), and cross-curricular benefits
- 7. Life applications of course: personal and professional
- 8. Overview of Computer Lab: Desktop and equipment

#### **B. Graphic Design Review**

- 1. Software
  - a. Adobe Photoshop – tools, key shortcuts and function
  - b. Adobe Illustrator – tools, key shortcuts and function
  - c. Internet – downloading images
- 2. Computer Related Terminology

- a. File Formats: jpeg, eps, gif, tiff, bmp
  - b. Digital and Print Color: Rgb, cmyk, pms, grayscale
  - c. File Sizes and Resolution: Kilobyte, megabyte, gigabyte, dpi, ppi, lpi
  - d. Vector & Pixel Images
- C. Formal Critique Methodology
  - 1. Four-Step Strategy: Describe, Analyze, Interpret and Judge
  - 2. Observation and oral discussion of artwork from various chronological and cultural venues.
  - 3. Written work to aid comprehension of the process
  - 4. Research papers on artists, art styles, movements and art techniques.
- D. The History of Printing and Typography
  - 1. Printing: Letter press to Digital
  - 2. Typography: Cast metal to Digital
- E. Technological Advances
  - 1. Paste Up
  - 2. Graphic arts photography
  - 3. Evolution of Computers
  - 4. Digital Imagery: Computer, video, still
  - 5. Advancement of Software
- F. Art Movements and Era's
  - 1. A century in graphic design and digital arts
- G. Elements of Art and Principles of Design (Application of the elements and principles in observation and creation of artwork)
  - 1. Elements
    - a. Line: Types - (horizontal, vertical, diagonal, curved, jagged), Quality - (weight, organic, geometric)
    - b. Shape: Organic and geometric
    - c. Value: Gradation – (gradients) Techniques - (hatching, cross-hatching, blending, stippling)
    - d. Form: 3-dimensional illusion
    - e. Texture: Tactile and visual
    - f. Space: Overlapping, linear perspective and aerial perspective, positive and negative
    - g. Color: Hue, intensity and value, theory, schemes
  - 2. Principles
    - a. Balance: Symmetrical, asymmetrical, radial
    - b. Contrast/Variety: Differences in shape, line, size and color
    - c. Emphasis/Dominance: Focal point created through size, shape and color
    - d. Movement: Visual direction of the eye
    - e. Repetition/Pattern: Regular, irregular
    - f. Rhythm: Alternation, repetition, progression

- g. Unity: Harmony, interaction of elements in a composition

## H. Exploration and Development of Design

1. Design Process
  - a. Brainstorm, Research and Concept Development
  - b. Thumbnail sketches and Roughs
  - c. Mockups and Comprehensives
  - d. Production
  - e. Proofreading/spell check
  - f. Project Completion
2. Composition and Layout
  - a. Basic Rules and Compositional Guidelines
  - b. Page Layout and Organization
  - c. Graphic Design Elements
  - d. Elements and Principles of Art
  - e. Emphasis and Hierarchy
  - f. Proximity and Spacing
  - g. Color Association
  - h. Image Association
3. Typography
  - a. Typographers: Past and Present
  - b. Typestyle Categories: Serif, san serif, script, decorative
  - c. Text Alignment & Spacing: Align right, align left, centered, justified
  - d. Text Wrapping
  - e. Type Manipulation Techniques: Perspective, outline, shadow, distort, warp
  - f. Emphasis and Hierarchy
  - g. Proximity
  - h. Spacing: Leading, tracking, kerning
4. Enhance Quality and Clarity
  - a. Text Legibility and Readability
  - b. Digital Imagery: resolution and scaling
  - c. Spatial Relationship

## I. History and Aesthetics of Illustration

Including:

1. Children's Books
2. Film & Event Posters
3. Editorial
4. Fashion
5. Commercial
6. Decorative
7. Cover Illustration
8. Cartoon, Comic, Caricature

## J. Development of Drawing

1. Skills

- a. Pen Tool
  - b. Mesh Tool
  - c. Blend Tool
- 2. Techniques
  - a. Lights and Darks
  - b. Value and Form
  - c. Gradients

## ***Semester II***

- A. History of Media and Communication
  - 1. Getting the Message Across
    - a. Newspaper and Publishing
    - b. Photography
    - c. Cinema
    - d. Sound
    - e. Television
    - f. Computers
    - g. Smart Technology
- B. Designing Multi-media
  - 1. Brainstorming
  - 2. Storyboarding
  - 3. Flowchart and Paper Design
  - 4. Prototype and User Testing
  - 5. Media Production
- C. Exploring Multi-media and Animation
  - 1. Tools and Key Shortcuts
  - 2. Early Animation Devices: thaumatrope, phenakistoscope, zoetrope, flip book
  - 3. Animation: traditional and computer
  - 4. Frames, Key Frames and Slides
  - 5. Timing
  - 6. Motion Tweens, Fades and Morphing
  - 7. Canned Sounds
  - 8. Audio Editing and Sound Clips
  - 9. Multi-media software
- D. Critical Thinking and Creative Problem Solving Skills
  - 1. Social Issues for Public Awareness
  - 2. Historical and Cultural Context
  - 3. Art and Graphics Related Contests
  - 4. Critiques and Analysis
- E. Internet
  - 1. Research various job opportunities in the visual and graphic arts field.

2. Research colleges offering fine art and graphic art courses and programs.
  3. Research influential artists, their styles and contributions
  4. Explore historical and cultural context, their attributes and influences
  5. Compare and contrast computer generated illustrations with those done using traditional materials.
  6. Explore the evolution of computer technology
  7. Explore Animated GIF's on various websites
  8. Gather information for projects and download images
- F. Portfolio Development
1. Resume
  2. Sketchbook and/or Notebook
  3. Self Promotional Piece
  4. Print and Multi-media Projects
  5. Illustration, Photo Manipulation, Color and Design
  6. Refined Craftsmanship and Technical Skill
  7. Artwork Selection
  8. Digital and/or Print Portfolio
  9. Presentation Skills

### **III. Accountability Determinants**

#### **A. Key Assignments**

##### **1. Public Service Announcement**

- a. *Standard 1.0 – Artistic Perception:*  
Analyze and discuss how distortion, color, scale, and content can affect the meaning in a work of art.
- b. *Standard 2.0 – Creative Expression:*  
Create a public service announcement that demonstrates the elements of art and principles of design intended for public display.
- c. *Standard 3.0 – Historical and Cultural Context:*  
Examine posters and advertisements reflecting social issues from diverse cultures.
- d. *Standard 4.0 – Aesthetic Valuing*  
Analyze and articulate how society influences the interpretation and message of a work of art, specifically in advertising.
- e. *Standard 5.0 – Connections, Relations, Applications:*  
Compare and contrast the meaning of symbolic imagery in photography, hand drawn or painted images.

##### **2. DVD/CD Sleeve**

- a. *Standard 1.0 – Artistic Perception:*  
Analyze DVD/CD sleeve designs and discuss the art technique or media selected and the effect of that selection on the artist's style.
- b. *Standard 2.0 – Creative Expression:*  
Create a DVD/CD sleeve design that incorporates visual metaphors representative of the movie type and artistic style.

c. *Standard 3.0 – Historical and Cultural Context:*

Identify DVD covers which have achieved recognition and discuss ways in which their work has influenced the graphic designers of present day.

d. *Standard 4.0 – Aesthetic Valuing*

Analyze and articulate how society influences the interpretation and message of a work of art.

e. *Standard 5.0 – Connections, Relations, Applications:*

Compare and contrast DVD/CD sleeve designs and discuss how the use of symbols and images probe the psychological content and artistic style.

### **3. Promotional Campaign: Advertisement, Billboard and/or Brochure**

a. *Standard 1.0 – Artistic Perception:*

Describe and discuss the ideas and design of their promotional campaign using appropriate vocabulary of art.

b. *Standard 2.0 – Creative Expression:*

Create a promotional campaign that reflects the use of complex ideas such as relative color, scale, design continuity, and mood.

c. *Standard 3.0 – Historical and Cultural Context:*

Examine different promotional collateral and establish the time, place, context, value and culture of the campaign.

d. *Standard 4.0 – Aesthetic Valuing*

Construct a classroom critique and apply art-related perspective to their own works and the works of others.

e. *Standard 5.0 – Connections, Relations, Applications:*

Compare and contrast various ads, brochures and billboards and discuss how certain images and symbols help the viewers identify with the campaign.

### **4. Menu Design or Printed Program**

a. *Standard 1.0 – Artistic Perception:*

Analyze and discuss how design, color, scale, text alignment and layout can affect the function of a menu/program

b. *Standard 2.0 – Creative Expression:*

Create a menu design that reflects critical thinking skills in design and layout by having an effective use of elements of art and principles of design.

c. *Standard 3.0 – Historical and Cultural Context:*

Examine various cultures and determine the place, context, and culture of a given area to establish the items, color, symbols and design of their menu/program.

d. *Standard 4.0 – Aesthetic Valuing*

Construct a classroom critique and discuss how the function and design affects its purpose.

e. *Standard 5.0 – Connections, Relations, Applications:*

Apply critical thinking skills in creating a design through research, reading and writing, time management, communication, and design development.

### **5. Editorial Illustration**

a. *Standard 1.0 – Artistic Perception:*

Analyze the works of different editorial illustrations and discuss how the choice of media affects the artist's personal style.

b. *Standard 2.0 – Creative Expression:*

Create a editorial illustration that reflects the use of complex ideas such as distortion, color, scale, and expressive content.

c. *Standard 3.0 – Historical and Cultural Context:*

Examine editorial design revolution and discuss the diverse social, economical and political developments reflected in the works of art examined.

d. *Standard 4.0 – Aesthetic Valuing*

Describe the relationship between the student's artwork, their process of creating it, the finished artwork and how the viewer interprets the work.

e. *Standard 5.0 – Connections, Relations, Applications:*

Compare and contrast editorial illustrations using traditional methods of drawing and painting to those that were computer generated.

## **6. Print and/or Digital Portfolio**

a. *Standard 1.0 – Artistic Perception:*

Analyze their own works of art as to personal direction and style.

b. *Standard 2.0 – Creative Expression:*

Create a portfolio with works of art that incorporates complex ideas and advanced skill in a variety of media that reflect their feelings and points of view.

c. *Standard 3.0 – Historical and Cultural Context:*

Examine their own personal works of art and discuss ways in which their work reflects historical or cultural context or may have been influenced by an artist.

d. *Standard 4.0 – Aesthetic Valuing*

Self-evaluate their portfolio based on content, craftsmanship, and creativity and provide a written critique of one of their works that represents significant achievements.

e. *Standard 5.0 – Connections, Relations, Applications:*

Prepare a print portfolio of their original works of art for a variety of purposes (e.g., personal collection, exhibition, and college or job application).

## **7. Animation/Motion Graphic Piece**

a. *Standard 1.0 – Artistic Perception:*

Research two types of animation (traditional and computer) and discuss their similarities and differences, using the language of the visual arts.

b. *Standard 2.0 – Creative Expression:*

Create an animation that demonstrates the knowledge of technology skills and computer software.

c. *Standard 3.0 – Historical and Cultural Context:*

Examine a video that demonstrates the history of animation and discuss how technology has played an important role in the development of animation in present day.

d. *Standard 4.0 – Aesthetic Valuing*

Describe the relationship involving the students idea, their process of creating it, the finished artwork and how the viewer perceives the animation



e. *Standard 5.0 – Connections, Relations, Applications:*

Compare and contrast clips of various animated movies and discuss how technology has changed the mood, definition and function of animation.

**8. Promotional Piece**

a. *Standard 1.0 – Artistic Perception:*

Analyze their work of art as to personal direction and style.

b. *Standard 2.0 – Creative Expression:*

Create a promotional piece that reflects a personal style and which communicates an idea, theme or emotion.

c. *Standard 3.0 – Historical and Cultural Context:*

Research and investigate time, place, context, value and culture and discuss ways in which their findings will influence the production of their promotional piece.

d. *Standard 4.0 – Aesthetic Valuing*

Construct a classroom critique viewing each others' promotional piece; analyze and derive meaning and compare it with the artists intended meaning.

e. *Standard 5.0 – Connections, Relations, Applications:*

Compare and contrast the purpose and function of promotional pieces that are done in print and those that are created using multi-media software.

*Other*

1. School Related Projects and Print Collateral (2)(5)
2. Cooperative Projects (1, 2, 3, 4, 5)
3. Community Projects (2)(5)
4. Art and Graphics Related Contests (1, 2, 3, 4, 5)
5. Resume
6. Written Research/Reflective Papers and Presentations (1, 3, 4, 5)
7. Discussions, Demonstrations and Presentations (1, 3, 4, 5)

**B. Assessment Methods**

1. Sketchbook and/or Notebook
2. Oral and Written Critiques (reflective, analytical and critical)
3. Teacher Evaluation of Projects: Established Rubric:  
(Criteria, Craftsmanship and Creativity)
4. Self Evaluation of Projects
5. Peer Assessment of Projects
6. Technical Exercises
7. Written Quizzes and Tests
8. Written Research/Reflective Project
9. Internet Search Assignments
10. Homework
11. Direct observational of participation, work habits and problem-solving methods
12. Public Display of artwork

#### **IV. Instructional Materials and Methodologies**

A. Required Text: None

B. Supplementary Materials

1. Various Graphic Arts Books
2. Library Resources
3. Graphics Magazines and Publications
4. Computer Software Books
5. Internet

C. Instructional Methodologies

1. Instructional Video's, Transparencies and Slides
2. Demonstrations with computer
3. Visual Arts Prints and Printed Collateral Examples
4. Student Generated Examples
5. Class Discussions and Cooperative Learning
6. Critiques
7. Internet
8. Guest Speakers