HIGH SCHOOL COURSE OUTLINE

Department	Industrial/Technology/Visual Arts		Course Title	Graphic Design & Printmaking			
Course Code	2639	**Grade Level**	9-12	**Course Length**	2 semesters	**Credits/Semester**	5
Required for Graduation		**Meets H.S. Grad Requirement**			**Elective Credit**	Yes	
Prerequisites	None						
Articulated with LBCC		No		**Articulated with CSULB**		No	
Meets UC "a-g" Requirement		Yes (f)		**Meets NCAA Requirement**		No	

COURSE DESCRIPTION

Graphic Design & Printmaking is a course in which students will express their original creativity visually and develop and showcase their ability to communicate ideas through a variety of graphic media. Students learn the basics of graphic design in preparation of original art combining typography, page layout, and integrated graphic elements. Instruction will be given in the following areas: Elements of art and principles of design; mechanical and computer design methods; printmaking; finishing of graphic products; and historical and cultural development of graphics and the printing industry. The course will give the students confidence in organizing ideas, creating meaning in their original work, and the ability to work ideas into new and useful creations. The five components in the California State and Performing Arts Framework as well as Long Beach Unified School District Content Standards are integrated into the curriculum.

GOALS: (Student needs the course is intended to meet)

Students will:

- Develop and expand artistic perception, recognizing that the elements of art, the principles of design, and color theory constitute the underlying language of the visual arts. *(Component 1 - Artistic perception)*
- Develop and expand visual arts knowledge and skills to imaginatively express original graphic design ideas. *(Component 2 - Creative Expression)*
- Develop knowledge of historical and cultural developments and their influence on modern graphic design and printmaking. *(Component 3 - Cultural and Historical context)*
- Develop a base for making informed aesthetic judgments. *(Component 4 - Aesthetic Valuing)*
- Develop an awareness of graphics careers. *(Connections, Relations & Applications)*
- Develop a recognition of how visual arts interact with other academic disciplines, such as reading, writing and mathematics. *(Connections, Relations & Applications)*

PERFORMANCE OBJECTIVES: (*must be measurable*)

Students will:

- Acquire artistic knowledge and perception and technical skills to express and communicate ideas and feelings graphically.

- Be able to recognize a variety of graphic design styles and the development of graphic communications in contemporary, historic, and prehistoric cultures.
- Understand that graphic design and printed media preserves the past, reflects the present, and helps invent the future in every culture.
- Learn techniques in approaching solutions to graphic design problems.
- Use the visual art elements of line, value, shape & form, color, and texture to create a graphic project.
- Learn how the design principles of balance, movement, rhythm, contrast & emphasis, proportion and unity are used in the design process.
- Develop original pencil sketches in thumbnail, rough and comprehensive layout formats.
- Develop a personal aesthetic and system of criteria for the evaluation of graphic designs.
- Understand color theory and its application to creation of original designs.
- Be able to recognize the basic types of materials and processes used in graphic products.
- From an historical perspective, understand how graphic design works have been shaped and molded by the materials & processes of the time period.
- Produce aesthetically pleasing original artwork, using freehand artists' tools supplemented by computer software.
- Develop a portfolio/notebook of their work as a tool for preservation, presentation and assessment, and demonstrate his/her personal aesthetic sense by determining the contents of the portfolio, using a set minimum number of pieces.
- Use various printmaking processes to reproduce graphic images and to gain an understanding of the historical and cultural significance of these methods.
- Be able to perform visual, verbal and written presentations.
- Use computer software to create, manipulate, modify and enhance digital images and photographs.
- Understand the characteristics and uses of various types of non-print media, and produce a media project designed to inform, teach, or sell.
- Research and study the work of several current and historical graphic artists and designers and their influence on the appearance of print and non-print media.
- Perform a self-evaluation of each project, identifying and articulating performance objectives met through this project.

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

The five components of Visual Arts Education are: (1) Artistic Perception, (2) Creative Expression, (3) Historical and Cultural Context, (4) Aesthetic Valuing and (5) Connections, Relations, & Application. All these will be utilized throughout the course and with each project as the students learn to analyze and respond to their own work and the work of others.

Course Outline	Weeks
Course overview	1
Career Awareness & Legal Considerations (3)	1
Typography: the Art of Letterform Design (1, 2, 3, 4)	1
Intro to Drawing & Sketching (1, 2) ┼	1
Intro to Printmaking and finishing processes (3, 4) ★	1
The Media of Graphic Arts (3, 4)	1
Intro to Elements of Art & Principles of Design (1, 2, 3, 4) *✠	1
Line	2
Shape, Form & Space	1
Texture & Value	2
Color	2
Balance	1

Rhythm & Movement	1
Unity, Emphasis & Contrast	1
Proportion	1
Serigraphy processes	9
Digital Photography & photo-manipulation	3
Page Layout & Design	3
Non-Print Media & Electronic Publishing	<u>3</u>
TOTAL	**36**

*Instruction in elements of art will continue throughout the entire course and is included in each unit & project.

✠Instruction in principles of design will continue throughout the entire course and is included in each unit & project.

┤Instruction in drawing & sketching will continue throughout the entire course and is included in each project.

★A variety of printmaking processes will be used throughout the course to illustrate application of the elements of art & principles of design.

Note: Safety issues are a continuing element of instruction for each unit.

DETAILED COURSE OUTLINE AND SUMMARY OF PROJECTS
FIRST SEMESTER

First Quarter

UNIT	TITLE AND ACTIVITIES	LENGTH

I. **Course Overview** — **1 Week**
*Pre-test of measuring skills, computer knowledge and skills, safety attitude

II. **Graphics Careers: The Design Field and the Printing Industry** — **1 Week**
Students will participate in experiences designed to increase their awareness
of Graphic Arts careers, including, but not limited to, guest speakers, field trips, and
Eureka! or COIN computer research profiles

Legal Considerations — **1 Week**
*Copyright   *Counterfeiting   *Plagiarism   *Common trade practices

III. **Typography: The Art of Letterform Design** — **1 Week**
*Major Classifications (Serif, Sans Serif, Script, Occasional) and variations
*Historical Perspective & Cultural context
 - Cave Paintings
 - Sumeria & Egypt
 - Phoenicia
 - Asia
*Applications
 - Students will complete a type classification identification assignment
 - Students will analyze the use of type in a printed piece; compare and contrast various
    design styles
 - Students will create and original set of symbols representing the sounds of our language
*Career opportunities
 - Typographer, typesetter, type designer, proofreader, graphic designer

IV. **Introduction to Drawing and Sketching** **1 Week**
   *Historical Perspective & Cultural context
     - Cave paintings told a story
     - Renaissance period (Da Vinci's sketchbook)
     - Contemporary Development Sketches (Hollywood, animated products)
   *Thumbnail Sketches
   *Rough Layouts & Storyboards
   *Comprehensive Layouts
   *Applications
     - Students will design company logotypes
   *Career opportunities
     - Animator, Commercial/Computer Graphic Designer, Illustrator Cartoonist,
     - Greeting card artist

V. **Introduction to Printmaking and Finishing Processes** **1 Week**
   *Historical Perspective & Cultural context
     - "Heritage of Wisdom" Video tape
     - Gutenberg/Chinese/Arabic invention of printing?
     - Power of print; effect on literacy & economy
   *Methods
     - Relief printing
     - Intaglio printing
     - Screen printing
     - Lithographic printing
   *Applications
     - Use handset type to print a card; make a drawing with crayon on metal to
        illustrate lithography
   *Career opportunities
     - Lithographer, Engraver, Silkscreen artist

VI. **The Media of Graphic Arts** **1 Week**
   *Inks & paints
     - Oil based
     - Rubber based
     - Acrylic based
     - Water based
   *Paper
     - Historical papermaking methods
     - Modern papermaking methods
   *Textiles
     - Products and processes for printing on textile
   *Non-print media
     - Electronic storage
     - Worldwide Web

VII. **Introduction to elements of Art & Principles of Design** **1 Week**
   *Historical Perspective & Cultural context
     - Demonstrations of various artists and their uses of the elements and principles (examples)
     - The Language and grammar of graphic design
   *Applications
     - Students will find and identify examples of uses of line, shape & form, color,
        texture, and value in printed pieces.

- Students will study various printed designs, and identify use of balance,
  rhythm, movement, unity and contrast.
- Students will compare and contrast printed advertisements, determining
  which they like and dislike, and why.
*Career opportunities
- Art consultant/educator, arts administrator, studio artist

VIII. Line   **2 Weeks**
*Historical Perspective & Cultural context
- Medieval and Renaissance wood blocks and etchings (Durer, Cranach, et.al.)
- Portrait techniques (Rembrandt, VanGogh, et.al)
- Geometric designs (Fuller, FL Wright)
*Applications
 Students will:
- Find examples of the use of lines, including different types of lines, in printed materials;
- Make a self-portrait using a variety of line widths and styles, using traditional artists'
  tools and the drawing program;
- Create geometric designs using only straight lines, using traditional artists' tools
  and the drawing program;
- Create a glue-line or linoleum block relief print (e.g., a monogram)
*Wall critique
- Students will practice art criticism techniques by evaluating their own and
  each other's work
*Career opportunities
- Engraver, wood block cutter, stamp artist

Second Quarter

IX. Shape, Form, and Space   **1 Week**
*Historical Perspective & Cultural context
- Influence of Modern Art movement (Picasso, Futurists, Dada)
*Applications
 Students will:
- Search for and collect printed advertisements that use space well, that use form
  and/or shape to identify or emphasize the product;
- Create a page of shapes using geometric tools with traditional artists' tools and
  the drawing program;
- Create several wireframe forms using traditional artists' tools and the drawing program;
- Create several geometric forms using traditional artists' tools and the drawing program;

- Create a type logo using perspective to create form;
- Create a photogram to explore shapes.
*Wall critique
- Students will practice art criticism techniques by evaluating their own and each other's work
*Career opportunities

X. Texture & Value   **2 Weeks**
*Historical Perspective & Cultural context
- Chiaroscuro techniques
- Ansel Adams' use of light and texture

*Applications

Students will:
- Collect rubbings of textures from around campus and home;
- Create a collage of these textures;
- Draw the texture of collage above;
- Find examples of screen tints showing use of value in designs;
- Make a photographic print using a pinhole camera and b/w paper;
- Create a frosted glass design using paper or tape masking and frosting spray.

*Wall critique
  - Students will practice art criticism techniques by evaluating their own and
    each other's work

*Career opportunities
  - Photographer, photo technician, photojournalist, ad agency owner

XI.   Color   **2 Weeks**
  *Historical Perspective & Cultural context
  - Discovery of pigments in nature in ancient times
  - Early printed woodcuts & block prints
  - Influence of impressionists (Monet, Seurat, et. al)
  *Color theory
  - The color wheel (RYB)
      ◇ Hue, tints, shades
      ◇ Primary, secondary, and teritary colors
      ◇ Color harmony (Complementary, Analogous, Monochromatic, Triadic)
  - RGB color
  - CMYK color
  - HSC color
  - Mixing of paints/inks
  *Applications
   Students will:
  - Create a personal interpretation of the color wheel using traditional
     artists' tools and the drawing program;
  - Find printed uses of value by screen tinting of inks;
  - Design a logo using the four types of color harmony, using traditional
     artists' tools and the drawing program;
  - Create an original image in two different "moods" using color.
  *Wall critique
  - Students will practice art criticism techniques by evaluating their own and
    each other's work
  *Career opportunities
  - Ink mixer, color separator, photo retoucher, photo lab worker, illustrator

XII.   Balance
  *Historical Perspective & Cultural context   **1 Week**
  - Classical design (Roman Empire inscriptions, manuscript layouts)
  - Influence of modern design theory (Bauhaus, Dada, etc.)
  *Visual Weight
  - Size, Contour, Color, Value, Texture, Position
  *Applications
   Students will:
  - Find printed examples of formal balance, both with actual symmetry and
     approximate symmetry;

  - Find printed examples of radial symmetry;
  - Find printed examples of informal balance;

- Find examples of magazine illustrations or advertisements that illustrate
  informal balance.
- Label the example, indicating how visual weight is arranged in the design.
- Using PageMaker, place pre-determined elements in a business card design
  to create formal balance and informal balance.
*Wall Critique
 - Students will practice art criticism techniques by evaluating their own and
   each other's work
*Career opportunities
 - Page designer, web page designer, magazine layout artist, newspaper editor

XIII.   Rhythm & Movement   1 Week
*Historical Perspective & Cultural context
 - Musical rhythms
 - Discuss examples of rhythmic patterns in ancient art (Greece, Rome,
   Amerindian Cultures)
 - Movement used to suggest motion in printed advertisements
 - Corporate logos
*Applications
 Students will:
 - Find uses of pattern in printed materials;
 - Create a design using regular rhythm in a repeated pattern or tesellation;
 - Create a design using random rhythm in a repeated pattern;
 - Create an original eraser or potato print to explore patterns and rhythm;
 - Create a progressive rhythm design;
 - Create an original rhythmic fabric design using screen printing or stamp printing.
*Wall critique
 - Students will practice art criticism techniques by evaluating their own and each other's work

XIV.   Unity, Emphasis & Contrast   1 Week
*Historical Perspective & Cultural Context
 - Early printed designs using similar typefaces and rubricating for unity
 - Modern design tending toward anti-unity (Bauhaus, Dada, Cyberpunk)
 -    Uses of logos to achieve unified design schemes
*Applications
 Students will:
 - List ways to achieve variety and contrast in design;
 - Find printed examples with strong emphasis on one element; explain how it is
   emphasized and why;
 - Design a newspaper insert ad, showing how to achieve unity with a number of
   disparate elements;
 - Review their own work up to this point, looking at how they have used emphasis
   and contrast, and how it might be improved;
 - Create an original collage using clip-art, type and background shading or lines to
   explore unity of design.
*Wall critique
 - Students will practice art criticism techniques by evaluating their own and each
   other's work.

XV.   Proportion   **1 Week**
       *Historical Perspective & Cultural context
        - The renaissance: golden section & symmetry
        - Impression: Asymmetrical design
        - Pop Art: extreme distortion of scale
       *Scale
       *Applications
        Students will:
        - Find examples of traditional proportions in printed designs;
        - Create a small collage using hand techniques or computer;
        - Create an original caricature of self or another by scaling body parts up/down,
           using traditional artists' tools and the drawing program;
        - Using photography and Photoshop, create a composite photograph using
           distortion of scale to make a statement.
       *Wall critique
        - Students will practice art criticism techniques by evaluating their own and each
           other's work

<div align="center">

SECOND SEMESTER

</div>

<u>**Third Quarter**</u>

I.   Introduction to Screen Printing Process   **1 Week**
       *Historical Perspective & Cultural Contributions
        - China, Japan
        - Uses in World War II
        - Pop Art
       *Important Printmakers and prints
        - Warhol, Leichtenstein, et. Al

II.   Paper Stencil Printmaking   **2 Weeks**
       *Safety with tools and materials
       *Aesthetic Valuing (Wall Critique)
        - Students will create original artwork incorporating the elements of art, principles of
           design, drawing and mechanical skills in an original one-color design to be printed
           by means of paper stencil process. The student will draw layouts, compose the artwork,
           create a stencil using mechanical cutting tools and reproduce a small edition of prints.

III.   Hand cut/Blockout Stencil Printmaking   **2 Weeks**
       *Safety with tools and materials
       *Purpose of technique (superior quality & durability)
       *Aesthetic Valuing (Wall Critique)
        - Students will create original artwork incorporating the elements of art, principles of design,
           drawing and mechanical skills in an original one-color design to be printed by means of
           film or blockout stencil process. The student will draw layouts, compose the artwork,
           create a stencil using mechanical cutting tools or brushes and glue and reproduce a
           small edition of prints.

IV.   Photographic Stencil Printmaking   **2 Weeks**
       *Safety with tools and materials
       *Purpose of technique (Best quality, permanent stencil, commercial speeds)
       *Aesthetic Valuing (Wall Critique)

- Students will incorporate elements of art, principles of design, drawing skills, typography
  and/or computer skills to create an original one-color design to be printed by means of
  direct or indirect photographic stencil process. Students will create original artwork
  incorporating the elements of art, principles of design, drawing and mechanical skills in an
  original one-color design to be printed by means of paper stencil process. The student will
  draw layouts, compose the artwork on a variety of media including but not limited to clear
  acetate or photographic film, create a stencil using photographic methods, and reproduce
  a small edition of prints.
  *Careers
  - T-shirt designer, circuit board printer, decal printer, sign maker

V.   Multiple-Color Printmaking   2 Weeks
*Safety with tools and materials
*Aesthetic Valuing (Wall Critique)
- Students will incorporate elements of art, principles of design, drawing skills, typography
  and/or computer skills to create an original two or more-color design to be printed by
  means of direct or indirect photographic stencil process. The student will draw layouts,
  compose the artwork, create positive images on a variety of media, including, but not limited
  to, hand drawn on acetate or original computer-generated art output on acetate, separate
  the colors of the image using masking film, create image carriers with indirect or direct
  photo-stencil products, and reproduce a small edition of prints.

Fourth Quarter

VI.   Digital Photography & Photo-manipulation   3 Weeks
*Historical Perspective
*Cultural Contributions
*Input Devices
 - Video Capture
 - Digital Cameras
 -   Scanners
*Aesthetic Valuing (wall critique)
- Using their own original photographs, taken conventionally or digitally, students will
   incorporate elements of art, principles of design, drawing skills, typography and
   computer skills to create an original CD or tape cassette cover, or a poster designed to
   sell or advertise.
*Careers
 - Photographer, photo retoucher, Photojournalist

VII.   Page Layout and Design   3 Weeks
*Historical perspective
 - Newspapers (since Colonial times)
 - Magazines & Periodicals (" ")
*Cultural contributions
*Important newspapers & journals
 - Traditional designs (NY Times, Times of London, WSJ)
 - Modern designs (Hometown papers, USA Today)
*Aesthetic Valuing (Wall Critique)
- Students will incorporate elements of art, principles of design, typography (including
   text and headlines,) original artwork and photographs, and computer skills to write,
   proofread, and publish an original newsletter. The student will choose fonts,
   draw layouts, compose the artwork, and proof the project.
*Careers
 - Newspaper or magazine layout artist, writer, self-publisher, ad agency owner

VIII.   Non-Print Media & Publishing   **3 Weeks**
        *Historical Perspective & Cultural Contributions
          - Fastest growing area of publication in 20th century
          - Thousands of new web sites every day
          - Internet commerce and CD ROM publishing big business
        *Importance of electronic publication
        *Aesthetic Valuing (Wall critique of student work)
          - Students will incorporate elements of art, principles of design, typography original
            artwork and photographs, and computer skills to create a multimedia presentation.
            The student will choose fonts, draw layouts, compose the artwork, and organize the
            slide/hypercards for presentation.
          - Students will organize and produce an electronic portfolio of their graphic works on
            MO disk or CD media
        *Careers
          - Web page designer, Virtual magazine designer, game designer and other art related careers.

METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles:

- Design problems
- Graphic Design & Printmaking projects
- Cooperative Learning
- Demonstrations
- Individual instruction
- Lectures
- Class discussions

- Daily vocabulary
- Critical comparison and aesthetic evaluation
- Applied Mathematics
- Guest speakers
- Field trips
- Research projects

MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text (*mandatory information – Title, Author, Copyright Date and Publisher*), a variety of instructional tools will be used to meet the needs of all students

Basic text: A History of Graphic Design; P. Meggs; Van Nostrand-Reinhold Publishers
                ArtTalk; Rosalind Ragans; Glencoe

Supplementary materials:

Graphic Layout & Design, Gerald Silver, Delmar Press
Desktop Publishing Applications Using PageMaker 5.0, Cocke & Darnell, South Western Publishing Corp.
Design: Elements & Principles, Dorothea C. Malcolm, Davis Publishers
Prints & Printmaking-an Introduction to the History & Techniques, Antony Griffiths, University of California Press

Supplementary Software:

- PageMaker 5.0/6.0/6.5 (Windows/Win95/Macintosh), Adobe Corp.
- Photoshop 3.0/4.0 (Windows/Win95/Macintosh), Adobe Corp.
- ClarisWorks 4.0 (Macintosh), Typestyler
- Claris Corp. Broderbund Software
- Microsoft Windows Write (Win 3.11) WordPad (Win95), Serif Page Designer
- Microsoft Corp. Serif Software
- Transparencies and Videotapes

EVALUATION: **Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)**

- Student portfolio/notebook/Electronic Portfolio
- Portfolio presentation
- Student work displays
- Testing
- Multimedia Presentations
- Research project(s)

Example grading policy for this class:
A = 85% or higher achievement
B = 75% - 84%
C = 65% - 74%
D = 50% - 64%

50% of grade = Projects[1]
20% of grade = Portfolio/notebook[2]
10% of grade = Class participation
10% of grade = Quizzes and tests
10% of grade = Final exam
100% Total

1. Every student will perform a self-evaluation of each project, identifying and articulating performance objectives met through this project. The final grade for each project will be determined by the instructor's assessment of the final project and the quality of the self-evaluation. These self-evaluations will become a part of the student's portfolio.
2. The student must demonstrate his/her personal aesthetic sense by determining the contents of the portfolio. A minimum number of pieces will be required, but the content of the portfolio is at the discretion of the student.   The portfolio will comprise student projects and evaluations, sketches, written assignments, worksheets and class notes, vocabulary sheets and other relevant items.

SAMPLE RUBRIC
for
GRAPHIC DESIGN PROJECTS

	Possible	**Score**
Assignment on time and complete	5	____
Originality	30	____
Preliminary Sketches	10	____
Use of Elements of Art	10	____
Use of Principles of Design	10	____
Craftsmanship/Quality of work	15	____
Following Directions	10	____
Self-Evaluation	10	____
TOTAL	100	____

ADDENDUM

IT IS STRONGLY RECOMMENDED THAT ANY TEACHER DESIRING TO TEACH THIS COURSE DO ADDITIONAL PROFESSIONAL PREPARATION IN ART COURSES OR PRINTING AND COMPUTER TECHNOLOGY, AS APPROPRIATE OR TEACH THE COURSE WITH AN APPROPRIATELY TRAINED/CREDENTIALED COLLEAGUE.

Submitted by: _____

School: _____

Date: _____9/02_____

hscourse/ind-tech/grphdepr.doc