Curriculum Management Plan

Graphic Design Curriculum

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**Curriculum Management Plan: Graphic Design Curriculum**

**Content Areas: Fine Arts, Practical Arts**

**Grade Level: Grades 11 and 12**

**Pre-requisites: Art I and Computer Skills**

**What is Graphic Design?**

Graphic design utilizes creativity and technology to communicate ideas or messages. Various products produced from this form of communication are print materials, architectural signage and graphics, commercial exhibits, product packaging and advertisements, corporate identity and stationary, and web design. Graphic designers are skilled in the areas of visual communication and persuasive marketing.

**Design: Graphic Design Curriculum**

**Areas of learning**

This Graphic Design Curriculum is designed to provide students with knowledge, skills and hands-on experience necessary for employment in the graphic design field. Students will gain understanding of design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials. **(See GLEs covered)**

**Population & Staff Requirement**

The population for this course will be made up of 15-20 juniors and seniors who have completed the prerequisites and have expressed an interest in pursuing the graphic design field. Instruction will take place in the art classroom using a portable Macintosh laptop lab and traditional art supplies. Course time will be daily, 45-minute class periods. One staff member will be required to teach this course but could easily be integrated with the business classes for an integrated curriculum and would then require two staff members.

**Program Concept & Organization**

The first semester of this course will focus on basic design skills involving layout, typography, and use of color, the printing process, and advertising. The students will work on several projects, which encompass all of these elements. Some of those projects are: logo design, brochure design, corporate identity package, t-shirt design, theatrical poster, and magazine ad design. In addition to these projects, students will also learn how to utilize technology in graphic design. Working on Macintosh platforms, students will learn how to navigate the system, organize files, scan artwork, and prepare files for multiples uses. Students will be introduced to three vital packages of software in the graphic design industry: Adobe Photoshop, Adobe Illustrator, and Adobe InDesign.

The second semester focuses on in-depth focus of each of the packages of software introduced during the first semester. Aside from artistic ability, knowledge and skill regarding good design, and knowledge of the advertising and printing industries, students will also learn to collaborate with partners and clients, work within a client’s budget, and understand the details of a design job through the entire process.

**Teaching strategies**

This course will require multiple teaching strategies. Individual instruction, modeling, use of graphs for budgeting, group collaboration, research, demographic study, field trips, and collaboration with local businesses as clients.

**Facilities**

The building facilities needed for this coursework will include the use of the art classroom and the library. Hands-on computer work will utilize a portable Mac lab. This lab includes: 20 - White/13.3" TFT/2.13GHz Intel Core 2 Duo/2GB DDR2/160GB MacBooks, a Bretford Mobility cart, Microsoft Office 2008 open license, necessary cables, AppleCare protection plan, and an HP Color LaserJet printer. **(See Apple Custom MadBook Lab Proposal)** Additional software licenses needed are: Adobe Creative Suite 4 for Education, which includes Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. **(See Adobe Creative Suite 4 specifications)**

**Analysis**

**This curriculum analysis answers the following questions:**

* Are the goals realistic?
* Are the goals specific?
* Are the goals related to performance?
* Are the goals suggestive of involvement?
* Are the goals observable?

The main goal of this graphic design curriculum is for students to achieve understanding and mastery of the elements of good design, proper and meaningful use of color, 2 and 3 dimensional design, the printing process, working with clients to achieve success, and to gain an understanding of practical application of the visual arts. Mastery of these skills and practice in working with clients and within budget constraints will prove critical and beneficial in the employable capabilities of the students upon completion of this course.

**Missouri Grade Level Expectations (GLE’s)**

Students will apply drawing and painting techniques, with experimentation and risk taking in an informed manner. (MOGLE I.1.A.HS4, MOGLE I.1.B.HS4) Students will utilize technology and digital media techniques with experimentation and risk taking in an informed manner. (MOGLE I.1.C.HS4) Students will communicate ideas and product messages through the implementation of their artistic design skills. (MOGLE I.3.B.HS4) Students will communicate ideas through a series of themed artworks or ads that use an inventive approach. (MOGLE I.3.C.HS4) Students will understand and use each of the seven elements of design in each assignment. These elements are: Line, Shape, Form, Texture, Color, Value, and Space. (MOGLE II.1.A.B.C.D.E.F.G.HS4) Students will understand and use each of the seven principles of design in each assignment. These principles are: Balance, Emphasis, Contrast, Rhythm, Repetition, Unity, and Proportion. (MOGLE II.2.A.B.C.D.E.F.HS4) Students will analyze, evaluate, and critique their own as well as others’ work to gain a better understanding of designing in an informed and educated manner. (MOGLE III.2.A.HS4)

In order to achieve these specific goals, lessons and projects such as; meeting with clients, determining needs, research and writing, developing campaigns, and presenting finished products will be expected. Design projects such as; logos, brochures, corporate stationary, point-of-sale materials, direct-mail pieces, posters, t-shirts, etc., will be the end product of all preliminary work.

In order to achieve mastery and success in these projects and course of study; students will be expected to work as a team, collaborate with others, communicate with instructor and business owners, present and verbalize ideas and products, work independently on ideas and be creative. Observing these activities and the progress each student makes will be a constant formative assessment. Final presentations, writing, and projects will be the summative assessment of each unit.

**Evaluation**

What are the criteria for evaluating the program?

What type of evaluation do we want to conduct?

What constitutes good research?

There are many criteria for evaluating this program. First, the goals and objectives for learning are reflective of the Missouri Grade Level Expectations (GLE’s) for the visual arts. As shown in the **Expected Learning Outcomes** and **Pacing Guide** included with this plan, specific GLE’s have been directly aligned as goals of the program.

Grant Wiggins and Jay McTighe (1998) show us that using “backward design” in our curriculum planning assures that the goals and objectives will be met through instruction. First, I identified the desired results, then determined acceptable evidence, and lastly planned learning experiences and instruction practices.

In addition to designing the units with backward design, the evaluation of success will be student mastery of the content and skills. The assessments and projects shown on the pacing guide will be a measurable source to determine mastery and success. Additionally, student and business participant surveys will be distributed, collected and recorded to determine if the process and products were successful. Acting as a reflective practitioner, I will make any necessary changes needed after reviewing the surveys and determining what adjustments need to be made.

All units, lessons and projects will work within the students’ zone of proximal development as Vygotsky believed. The goals will be attainable but challenging to the students. These goals will be reached and mastered with instruction, modeling, assessment and critique.

The skills being taught and mastered by the students fall into a category of career and technical education as this course prepares students to pursue a career in graphic design. Janet B. Bray, executive director of the Association for Career and Technical Education, states, “Career and technical education emphasizes lifelong learning and so-called 21st century skills: critical-thinking, communication, technological, and analytical skill.”