CTE Standards Unpacking
Graphic Design I

Course: Graphic Design I
Course Description: Graphic Design I explores Legal and Ethical Issues, Career Opportunities, Fundamentals of Computer Graphics, Raster or Vector Graphics, Tools Used to Create Graphics, 2D & 3D Basic Animations.
Career Cluster: Arts, A/V Technology, & Communications
Prerequisites: Recommended: Introduction To Arts/AV Technology & Communications 11000
Program of Study Application: Graphic Design I is a Level II pathway course in the Arts/AV Technology & Communications cluster: Printing Tech/Journalism & Broadcasting, Telecommunications/A-V Technology and Film, and Visual Arts pathways.

INDICATOR #GD 1: **Develop an Awareness of Career Opportunities and Professionalism in Graphic Design**
SUB-INDICATOR 1.1 (Webb Level: 2 Content/Skill): Identify personal interests and abilities related to graphic design careers.
SUB-INDICATOR 1.2 (Webb Level: 2 Content/Skill): Investigate career opportunities, trends, and requirements related to graphic design careers
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Demonstrate job skills for graphic design Industries.
SUB-INDICATOR 1.4 (Webb Level: 3 Strategic Thinking): Explore legal and ethical issues related to graphic design

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-Career Opportunities available in graphic design.	-Graphic Design career options available locally, regionally, and globally.	-Research career opportunities.
-Requirements of careers in Graphic Design.	-Why laws exist to protect media and people.	-Complete an Interest Inventory to pair student interest with more specific Graphic Design careers.
-Copyright and Ethics laws specific to Graphic Design.	-Why as social norms progress, design trends evolve.	-Relate identified Graphic Design careers to requirements of that career.
-Skills required for Graphic Design careers.		
-Recent changes in trends in Graphic Design.		
-Identify resources		-Investigate popular

available for copyrighted materials.		design trends from specified time periods.

Benchmarks:

Students will be assessed on their ability to:

- Identify personal interests and match those interests to one or more careers in Graphic Design.
- List how one or more businesses use Graphic Design to conduct, promote, or enhance their business.
- Identify and report out at least one change or current trend in Graphic Design in recent years. Show examples of how that trend is being used in a Graphic Design product.
- Select a career in Graphic Design and identify one or more required skills taught in a current course offered at a college or trade school that prepares students for that career.
- Chart the different categories of Copyright applied to graphic and print media, and the specifics governing those categories.
- List one or more resources that provide graphics and/or graphic media to consumers for use in graphic design products.
- Compare prices for purchase of the rights to use graphics and/or graphic media from at least two resources.

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	-Price comparison for rights purchase
SL.4 Present information, findings, and	

supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	-Career presentation

INDICATOR #GD 2: Explore fundamentals related to graphic design
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Illustrate the use of computer graphics
SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking): Identify graphic design concepts
SUB-INDICATOR 2.3 (Webb Level: 4 Extended Thinking): Differentiate 2D and 3D graphic design concepts
SUB-INDICATOR 2.4 (Webb Level: 4 Extended Thinking): Utilize color technologies

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-Computer graphics in various media, multimedia, and print. -Design principles as they apply to Graphic Design. -2D and 3D techniques and methods. -Additive and subtractive color models (RGB, CMYK). -Color wheel and color schemes.	-Difference between 2D and 3D in Graphic Design. -Principles of Design, that can include, but are not limited to balance, rhythm, proportion, balance, grid theory, typography, white space, point, line, shape, and symmetry. -How color affects mood and project tone. -How tints, tones and shades create additional color effects. -Different color models, modes, and gamuts.	-Compare and contrast 2D and 3D graphics used in designs. -Identify and evaluate design concepts used in existing graphics, graphic art, and/or media projects. -Justify color schemes used in existing graphics, graphic art, and/or media projects. -Investigate color modes and models used in various art and media examples. -Research examples of computer graphics used in existing art and/or media projects.
Benchmarks: *Students will be assessed on their ability to:*		

- Categorize existing examples of graphic art into 2D and 3D, providing at least one or more of each.
- Summarize one or more design principles and include examples that show evidence of the use of the principle in existing art, graphics, multimedia, or print projects.
- Arrange examples of different design concepts into groups based upon common use of one or more design concepts.
- Collect and display examples of computer graphics used in existing art and/or media projects.
- Organize examples of existing graphics or art examples into groups according to color scheme.
- List the tone or moods perceived based upon the use of one or more colors in them.

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	-Summarize one or more design principles
W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	-Research color schemes of graphics and art examples

INDICATOR #GD 3: **Create Graphic Designs**

SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Explore hardware and software utilized in graphic design

SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Implement graphic design software

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-Multiple software and hardware resources available for creation of computer graphics. -Computer graphic input devices. -Vector graphic software.	-Use of input devices such as mice, trackpad, stylus, and/or drawing tablets to create computer graphics. -Bitmap editing -Issues related to using open source or free resources available for graphic creation.	-Create bitmap graphics. -Create vector graphics. -Explore one or more free or open source resources for creation of graphic art.

Benchmarks:

Students will be assessed on their ability to:

- Utilize bitmap editing software to create one or more bitmap graphics.
- Utilize vector graphic software to create one or more vector graphics.
- Identify and demonstrate at least one resource that is free or open source to create computer graphics.
- List or label graphic design concepts in student created bitmap and/or vector graphics.
- Categorize student created graphics by color scheme.

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	-Research free or open sources for computer graphic creations
SL.2. Integrate multiple sources of information presented in diverse	-Explain selection of graphic design

formats and media	concepts

***INDICATOR #GD 4:* Identify and Utilize a Graphic Design Environment**

***SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking):* Construct transformation of graphics**

***SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking):* Construct animations of graphics**

***SUB-INDICATOR 4.3 (Webb Level: 4 Extended Thinking):* Create Graphic Design Products**

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-Image manipulation. -Graphic animation. -Design elements.	-Photo manipulation. -Digital animation. -Types of animation. -Elements of a complete design.	-Manipulate digital images. -Utilize graphics and other design elements in a complete design. -Create a digital animation.

Benchmarks:
Students will be assessed on their ability to:
- Use bitmap editing software to complete a photo manipulation.
- Use animation software to create simple or complex animations.
- Identify and compare different types of animations.
- Collect and display examples of different types of animations in existing art, graphic, or multimedia products.
- Use software to complete a design project (e.g., identity package pieces, posters, ads, magazine covers) that includes computer graphics and other design elements.

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social	**Sample Performance Task Aligned to the Academic Standard(s):**

Studies Standard):	
W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	-Determine different types of animations within the design
SL.1. Initiate and participate effectively in a range of collaborative discussions	-Identify and compare different types of animations

Additional Resources
Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.
Lesson Plans:
http://www.burlingtonhighschoolart.org/graphicdesign/Lessons/Lessons.html
http://artanddaisies.blogspot.com/2014/09/20-graphic-design-art-lessons-for-high.html?spref=pi
https://naea.digication.com/erinmcginnis/Magazine_Double-Page_Spread/published
https://www.pinterest.com/pin/316800155007977323/
http://www.aiga.org/graphic-design-training-curriculum-for-high-school-teachers
Deviant Art
Pinterest – Beginner Tutorials for Photoshop
Pinterest – Intermediate tutorials for Photoshop
Pinterest – Advanced tutorials for Photoshop
Tuts Plus
Photoshop Tutorials on You Tube
UMagazine