

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	Graphic Arts	
VALLEY ROP #:	AME-5751-GA	
CDE #:	2582	
CBEDS TITLE:	Graphic Communications	
CBEDS #:	5751	
CTE SECTOR:	Arts, Media & Entertainment	
CTE PATHWAYS:	Media & Design Arts	
JOB TITLES:	Fine Artists Including Painters, Sculptors & Illustrators	27-1013.00

COURSE DESCRIPTION:

Students develop a foundation of drawing skills using a variety of drawing media, including graphite, charcoal, pastels, pen and ink, and scratch board. Some further exploration of media will take place near the end of the course. Students will create CD covers, business cards using Adobe Photoshop. Students will participate in active group activities that include art history, criticism, and aesthetic perception. Students will develop a portfolio of their work.

DATE APPROVED:	February 2002
REVISED DATE(S):	January 2006 / March 2009 / Oct 2009
HOURS:	180
CREDITS:	10
PREREQUISITES:	None
GRADE LEVELS:	11-12
ARTICULATION(S):	None
RESOURCES:	Adobe Photoshop

COURSE COMPETENCIES:

Upon completion of this course, the students will:

- Develop critical thinking with decision making, problem solving assignments, while exploring a wide variety of medias, mediums, and techniques.
- Gain awareness of past and contemporary artists work through displays, prints, pictures, books, videos, and writings.
- Develop appreciation of cultural heritages.
- Develop drawing and painting skills and provide more opportunities for successful artworks.
- Learn basic vocabulary relating to elements and principles of art.
- Learn basic technology skills relating to art software.
- Artistic Perception Component
 - Use senses to perceive works of art, objects in nature, events, and the environment.
 - Identify visual structures and functions of art, using the language of the visual arts.
- Creative Expression Component
 - Develop knowledge of and artistic skills in variety of visual arts media and technical processes.
 - Create original artworks based on personal experiences or responses.
 - Explore the role of the visual arts in culture and human history.
 - Investigate major themes in historical and contemporary periods and styles of art throughout the world.
- Historical and Cultural Context Component
 - Explore the role of the visual arts in culture and human history.
 - Investigate major themes in historical and contemporary periods and styles of art throughout the world.
- Aesthetic Valuing Component
 - Derive meaning from artworks through analysis, interpretation, and judgment.

INSTRUCTIONAL METHODS:

- Lecture
- Programmed Instruction
- Demonstration

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Artwork
- Written Tests
- Portfolio

COURSE OUTLINE:

Unit of Instruction	Estimated Hours
Basics of Good Design	20
• Design, Elements, Line, Type, Shape, Texture	
Design Principles	20
• Balance, Contrast, Unity, Value, Color	
Introduction to Max OSX	10
Design a Logo	15
• Create and design a soft drink	
• Internet assistance	
• Text	
Design a Poster	15
• Purpose of a poster	
• Poster design	
Tools in Photoshop	10
• Removing objects	
• Replacing new images	
Cartooning	15
Create a Monster	15
Logo T-Shirt	15
Pop Art	15
Design a Button	15
Portfolio	5
<u>Total Hours</u>	<u>180 Total Hours</u>

Standards Integrated

Basics of Good Design

Developing the language of the visual arts

Exploration of the design elements: line, type, shape and texture

Design principles

FSVPA 5.2, 5.3 CPSRF 7.1 thru 7.7

PSMDA A1.1.1, 1.3 THRU 1.6, A1.0A1.11.1, PSMDAVPA A1.5, 5.2, 5.3, 5.4

Design Principles

Balance, contrast, unit, value and color

Graphic Design in Our Society

How design is used in society

Examples of design applications

Logos, brochures, clothing, products

PSMDAVPA A1.4, 4.1, 4.3, 1.4.5 PSMDS A1.11, 1.1.3, .4, 1.5, 1.6

History of Graphic Design

Design

Cultural Influences

Modern Design

Artists

Technology

PSMDA A1.0, A1.1.1, 1.5, 1.8, A1.3, 3.1, 3.2, 3.3

FSH-SS 12.2.4, 12.2.5, 12.2.8 12.4.3, 12.8.2

CPSRF 7.1 thru 7.7 CPSELR 8.0, 8.3, 8.4, 8.5, 8.6 CPSTKS 10.0, 10.3, 10.6, 10.7, 10.10, 10.12

Introduction to Mac OSX

Intro to Mac OSX

Intro to photo-shop

Restore and old photo

Design a logo for a soft drink and social issue

Purpose & history of a logo

Design a letterhead and business card

Design a CD cover

A1.2, 2.1, 2.3, 2.4, 2.4, 2.5, 2.6

CTE standards: FSM 1.1, 1.3, 3.1 FSH-SS2 CPST 4.0, 4.1 thru 4.7

Introduction to Design Process

Concept development

Thumbnails

Rough drafts

Final product

Technology

CTE standards: FSM 1.3 FH-SS 4, 11.5.6, 11.8.8 PSMDA A12, 2.1

CPSPS-CT 5.0 thru 5.4 CPSHS 6.0, 6.2, 6.3, 6.4 CPSLTW 9.0 thru 9.6

Pop Art

Portrait

Adobe Photoshop

Mat and Frame

PSMDA A101.1, 1.8, A1.2, 2.3, 5.0

CAREER PREPARATION STANDARDS

- A. Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.

- D. Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 4. Demonstrate active listening through oral and written feedback.
 5. Give and receive feedback.
 6. Demonstrate assertive communications (both oral and written).
 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
 9. Exhibit a proficiency in the use of reference books.
 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's work space.
- F. Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.
 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.

4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
5. Identify and demonstrate effective interviewing techniques.
- G. Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
 1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 2. Identify the characteristics and explain the importance of adapting to changes, being flexible and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. Students will understand proper ethics in the workplace.
 1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.