

**Jefferson County High School  
Course Syllabus**

**A. Course** *Digital Design & Arts I*

**B. Department** *Career & Technical Education*

**C. Course Description** *Digital Design & Arts I is an introductory course that provides a basic foundation in aesthetic concepts and applies these concepts to the visual art, design, printing, and photography industries. Students will become familiar with the basic functions of Adobe Photoshop, Illustrator, and InDesign that relates to the Graphic Arts Industry. Students will gain proficiency in the areas of computer graphics, image manipulation, page layout, and digital printing. Knowledge and skills will be enhanced in a production laboratory through experiences that will simulate the graphic design industry. Course content provides the opportunity to acquire marketable skills by examining both the graphic arts industry and its career opportunities and by developing leadership, teamwork, and technical skills. **This course may NOT be repeated. A final grade of 93 or better is required to advance to Digital Design II.***

**D. Grade Term** *Semester*

**E. Grading Scale**

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
93-100 A	4.0	4.5	5.0
85-92 B	3.0	3.5	4.0
75-84 C	2.0	2.5	3.0
70-74 D	1.0	1.5	2.0

**F. Term Dates**

- a. 1<sup>st</sup> 9 Weeks August 5, 2016 – October 7, 2016
- b. 2<sup>nd</sup> 9 Weeks October 8, 2016 – December 16, 2016
- c. 3<sup>rd</sup> 9 Weeks January 5, 2017 – March 15, 2017
- d. 4<sup>th</sup> 9 Weeks March 16, 2017 – May 25, 2017

**G. Textbook(s)** *Evans, Poppy, and Mark Thomas. Exploring the Elements of Design. Clifton Park, NY: Thomson/Delmar Learning, 2008. Print.*

**H. Other Required Reading**

- a. *Current articles from various sources related to the Graphic Arts industry will be used.*

**I. Other Resources**

- a. Odysseyware

- b. *Moodle*
- c. *Office 365*
- d. *Adobe Creative Cloud*
- e. *Tutsplus.com*
- f. *DigitalTutors.com*

#### **J. Major Assignments**

- a. *Cumulative project for Illustrator*
- b. *Cumulative project for Photoshop*
- c. *Cumulative project for InDesign*
- d. *Hands-on project mixing digital and traditional media*
- e. *Research project or Data-driven presentation*

#### **K. Procedures for Parental Access to Instructional Materials**

- a. Aspen Parent Portal
- b. Instructor's Website: [JCHS - Digital Design](#)
- c. Email Instructor : areece@jchoe.net
- d. Parent Teacher Conference
  - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

#### **L. Field Trips**

- a. Any schedule fieldtrip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.
- b. *Knoxville Museum of Art – The purpose of this trip is to expose students to artwork of professionals in a formal museum setting. Students will complete an assignment related to this excursion.*

#### **M. Standards & Objectives**

##### **Safety**

I can demonstrate the ability to comply with personal and environmental safety practices associated with art and design applications: the use of adhesives; hand tools; machines; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations. (Ongoing)

I can inspect, maintain, and employ safe operating procedures with tools and equipment. (Ongoing)

I can adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures. (Ongoing)

I can complete a safety test with 100 percent accuracy and maintain a record of safety examinations and equipment examinations. (1<sup>st</sup> Nine Weeks)

### **Introduction to Design**

I can investigate the role of designers in communicating ideas in society, both historically and currently, emphasizing how social, cultural, economic, and political developments are reflected in and influenced by visual messaging. (1<sup>st</sup> Nine Weeks)

I can synthesize research from informational texts, including design magazines and textbooks, to create an informational artifact that illustrates how visual art and design is used as a communication tool, citing specific examples to illustrate concepts. (Ongoing)

I can research the development of design throughout history, analyzing how advances in technology have impacted design (Gutenberg's invention of movable type, lithography, computers, etc.) (Ongoing)

I can create an annotated timeline or visual graphic emphasizing significant time periods in design (such as Victorian, Arts and Crafts, Modernism, Art Deco, etc.) and the key technological advances impacting design, while citing resources from informational text. (2<sup>nd</sup> Nine Weeks)

### **Elements and Principles of Design**

I can categorize and describe the principles of design which affect 1) the internal relationships of a design, and 2) the design as a whole, citing examples of design principles found in art. (Ongoing)

I can analyze the elements of design by evaluating their purposes and applications in a variety of design applications. (Ongoing)

I can research rules of composition (such as the rule of thirds) and explain how the rules govern the elements and principles of design. (Ongoing)

I can write persuasively to describe the properties of a strong composition by providing examples and counterexamples and citing evidence from informational texts. (Ongoing)

I can explain the function of the color wheel and identify techniques that achieve desired hues, values, intensities, and color schemes for use in design. (Ongoing)

I can compare and contrast additive and subtractive color systems, and relate these principles to color specification systems (such as CMYK and RGB) used in design software. (Ongoing)

I can research the psychological characteristics of colors, comparing and contrasting the differences in warm and cool color palettes. (1<sup>st</sup> Nine Weeks)

I can illustrate and describe in a written narrative how color is measured in hue, value, and intensity, and how these properties combine to produce specific psychological characteristics and illustrate themes. (1<sup>st</sup> Nine Weeks)

I can produce examples that demonstrate how emotions may be influenced by the use of color in designs. (Ongoing)

I can examine color theories such as color context and contrasts of colors. (Ongoing)

I can evaluate the use of various color schemes (such as complementary, tertiary, and analogous) in designs. (Ongoing)

I can apply the knowledge to demonstrate basic techniques in combining colors to create designs. (Ongoing)

I can analyze, assess, and identify the effectiveness of design products based on the intended function of the design and the principles and elements of design used in the composition. (Ongoing)

I can investigate the intent of a given design and evaluate whether the intent was met through the structure of the design, using an evaluation rubric based on the elements and principles of design and use it to evaluate given design products. (Ongoing)

### **Introduction to the Design Process**

I can research design processes described in textbooks, designers' professional websites, design magazines, or by interviewing design professionals. I can create a visual illustration describing the major steps to the design process for digital arts and design, citing research. (1<sup>st</sup> Nine Weeks)

I can describe the importance of setting design goals such as determining the purpose, message, and audience for given design projects. (Ongoing)

I can examine the research techniques professionals use to inform design goals and influence design outcomes. (Ongoing)

### **Introduction to Design Software**

I can demonstrate basic procedures to manage digital files. (Ongoing)

I can describe file storage in memory cards and estimate the number of photographs a memory card can hold based on the resolution of the photographs and other factors. (1<sup>st</sup> Nine Weeks)

I can use a scanner to create digital files and determine appropriate resolutions for various applications such as printed and web media. (Ongoing)

I can use file system folders to organize files, and utilize online file management services to backup files. (Ongoing)

I can distinguish between the various software used for visual design, including page layout software, illustration software, photo editing software, and web publishing software. (Ongoing)

I can describe and illustrate the difference between raster and vector graphics. (1<sup>st</sup> Nine Weeks)

I can create a chart or infographic explaining the major types and uses of design software. (2<sup>nd</sup> Nine Weeks)

I can employ the appropriate software to complete assigned tasks. (Ongoing)

## **Basic Illustration**

I can create two-dimensional and three-dimensional sketches, including rough and refined sketches, demonstrating shape, volume, depth, and dimension. (Ongoing)

I can distinguish among common illustration techniques used in design composition such as one-point, two-point, and multi-point perspective drawings. (Ongoing)

I can develop conceptual design ideas using freehand sketching. For a given design problem, generate, analyze, and refine sketches to develop design solutions. (Ongoing)

I can use sketches to create refined drawings utilizing design software. For example, create thumbnail sketches to generate ideas for a logo or advertisement. (Ongoing)

I can describe how symbols have been used and have been developed throughout history. (Ongoing)

I can explain how symbols communicate visual information in design. (Ongoing)

I can analyze the use of symbols in pictograms, ideograms, and logos, explaining and providing examples of each. (Ongoing)

I can examine a variety of well-known company logos to create a list of key characteristics that influence a logo's effectiveness. (1<sup>st</sup> Nine Weeks)

I can compare the list with other resources such as textbooks and design journals, evaluating the credibility of each source. (Ongoing)

I can plan and create an effective logo for a given mock company, drawing on research. (1<sup>st</sup> Nine Weeks)

I can appraise the effectiveness of the resulting logo design as well as the designs of peers based on the criteria generated from the prior research. (Ongoing)

## **Basic Photography**

I can demonstrate basic techniques to adjust camera settings and operate a camera to capture digital images. (2<sup>nd</sup> Nine Weeks)

I can define and explain white balance, depth of field, and shutter speed; demonstrate procedures for properly adjusting each for a particular scene. (2<sup>nd</sup> Nine Weeks)

I can apply the principles of design and the rules of composition to capture photographs. (2<sup>nd</sup> Nine Weeks)

I can read and interpret instructional narratives, such as manuals or tutorials, to perform basic edits and enhancements to photographs using software, including but not limited to cropping, resizing, retouching, making selections, and using layers. (Ongoing)

I can assess the extent to which each text addresses the given editing task. (Ongoing)

I can demonstrate the procedures for editing raster-based imagery, both high resolution and low resolution, in CMYK and RGB, and preparing files for both print and web media. (Ongoing)

### **Basic Typography**

I can categorize varieties of type, including but not limited to serif, sans serif, script, and decorative. (2<sup>nd</sup> Nine Weeks)

I can employ the units of measurement used to describe line spacing (leading), type size, tracking, and kerning. (2<sup>nd</sup> Nine Weeks)

I can apply appropriate typography to given projects, emphasizing readability and the impact on design goals. (Ongoing)

### **Design Projects**

I can apply the design process to complete projects of increasing complexity and of varying applications such as print, web, film, and marketing communications. (Ongoing)

I can demonstrate the ability to select and use the appropriate tools and procedures to accomplish project goals. (Ongoing)

I can prepare an informative narrative to explain a design to a peer, emphasizing how the design process and the design elements and principles were applied. (Ongoing)

I can utilize the critique and refinement strategy as part of the design process to achieve project goals. (Ongoing)

I can present preliminary design ideas in a way that is understandable to an audience using both visual and verbal explanations, as part of a design project. (Ongoing)

I can note constructive criticism received and use it to influence design refinement. (Ongoing)

I can evaluate the work of others, drawing on design principles and project goals, to provide clear, specific, and constructive feedback. (Ongoing)

### **Portfolio**

I can gather examples of professional portfolios from contemporary designers and photographers. (2<sup>nd</sup> Nine Weeks)

I can list the items that are often included in a professional portfolio. (2<sup>nd</sup> Nine Weeks)

I can describe the components of a professional portfolio and the benefits of maintaining one, in a written, visual, or oral presentation. (2<sup>nd</sup> Nine Weeks)

I can compile important artifacts to create a digital student portfolio that connects personal career preparation to concepts learned in this course, including written descriptions of project processes and reflections on learning outcomes. (2<sup>nd</sup> Nine Weeks)

### **Ethical & Legal Issues**

I can research and interpret laws and regulations protecting intellectual property as they relate to the design industry, such as copyright laws. (2<sup>nd</sup> Nine Weeks)

I can explain ethical and legal conduct that provides proper credit to those whose ideas and content have been used in creating new works. (2<sup>nd</sup> Nine Weeks)

I can distinguish between copyrights, trademarks, infringement, and fair use. (2<sup>nd</sup> Nine Weeks)

I can summarize and explain guiding principles in a written or oral presentation, as though leading a training or tutorial for fellow employees. (2<sup>nd</sup> Nine Weeks)

### **Business Management**

I can explore how design professionals and companies calculate profit. (2<sup>nd</sup> Nine Weeks)

I can relate the profitability of a business to pricing and cost. For example, create a list of expenses incurred by a freelance designer and calculate the price and amount of work that must be accomplished in order to earn profit. (2<sup>nd</sup> Nine Weeks)

I can describe the components of a basic contract document for design work by analyzing an example contract. (2<sup>nd</sup> Nine Weeks)

I can explain the benefits of utilizing written contracts as opposed to oral agreements, drawing on textbooks, news articles and other resources. (2<sup>nd</sup> Nine Weeks)

### **Career Exploration**

I can identify and analyze the career pathways in art and design professions and the industries in which art and design professionals work, including but not limited to manufacturing, specialized design services, publishing, and advertising. (2<sup>nd</sup> Nine Weeks)

I can cite supporting evidence from multiple sources (such as interviews with design professionals retrieved from industry magazines), summarize the aptitudes and training needed for at least three careers of interest. (2<sup>nd</sup> Nine Weeks)

I can devise a tentative career plan to reach employment goals. (2<sup>nd</sup> Nine Weeks)

I can compile and analyze real-time and projected labor market data from public sources such as the U.S. Bureau of Labor Statistics to explore local and regional occupational opportunities and trends in design careers. (2<sup>nd</sup> Nine Weeks)

I can synthesize collected data to develop an informational artifact comparing occupations by job availability, salaries, and benefits. (2<sup>nd</sup> Nine Weeks)