

**Jefferson County High School
Course Syllabus**

A. Course *Digital Design & Arts 2*

B. Department *Career & Technical Education*

C. Course Description *Digital Design and Arts II will allow students to enhance the skills learned in Digital Design & Arts I. Students will pursue advanced techniques with Adobe Photoshop, Illustrator, and InDesign. Additional areas will be explored including 3D modeling, animation, interactive multimedia, motion graphics, and photography. Knowledge and skills will be reinforced in a production-oriented environment that simulates the graphic design industry. Students will develop professional skills that will be valuable in any work environment, along with industry practices that are specific to the graphic design field. This course may be repeated for credit. Prerequisite: 93 or better in Digital Arts I. A final grade of 93 or better is required to advance to Digital Design III.*

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. 1st 9 Weeks August 5, 2016 – October 7, 2016
- b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
- c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
- d. 4th 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 InDesign*
- b. *Advanced Software Project (3D modeling, Animation, Motion Graphics, Music Production, or Game Design)*
- c. *Independent Project – 1st 9 weeks*
- d. *Independent Project – 2nd 9 weeks*
- e. *Hands-on project mixing digital and traditional media*
- f. *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@jcboe.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. (Ongoing)

Principles of Photography

I can analyze the relationship between shutter speeds, f-stop, and ISO settings in determining the exposure of an image. (1st Nine Weeks)

I can synthesize information from instructional manuals and other resources to appropriately adjust manual camera settings including shutter, ISO, f-stop controls, and white balance to take photographs for a range of settings and content. (1st Nine Weeks)

I can identify and differentiate between different lighting techniques, such as strobe lighting, bounce flash, and diffusing devices, describing the purposes and functions of each. (1st Nine Weeks)

I can appraise a given setting and content and draw a conclusion about the appropriate lighting techniques to take a quality photograph and defend my choices by citing data and evidence to support claims and address counterclaim(s). (1st Nine Weeks)

I can develop photo editing skills by utilizing software operations of advancing complexity to modify and enhance images. (Ongoing)

I can explain the steps required to perform a given photo editing technique in a presentation such as an instructional video or text with supporting graphics. (Ongoing)

I can document photography activity in a photography journal or portfolio and use proper measurements and terminology to record camera settings and lighting techniques when capturing photographs in a variety of environments, including any editing techniques performed using software and the resulting photographs. (Ongoing)

I can reflect on the results, summarize strategies for taking photographs in at least three different environments in a written narrative, citing evidence from supporting texts as well as the finished product. (Ongoing)

Principles of Illustration

I can create and modify vector illustrations of increasing complexity. (Ongoing)

I can apply the principles of design and utilize advanced software tools such as live trace, creating gradients, transforming objects, and more. (Ongoing)

Visual Layouts

I can use publishing software to create single- and multi-page layouts. (Ongoing)

I can apply and build on compositional techniques learned in the introductory course, including the rule of thirds. (Ongoing)

I can describe the elements of a page layout, including headings, body text, illustrations, frames, color schemes, and white space. (Ongoing)

I can identify and use layout tools such as a grid system, guides, margins, columns, gutters, and rows. (Ongoing)

I can distinguish among measurement and layout terminology such as picas, bleeds, and slugs. (Ongoing)

I can create comprehensive layouts properly integrating page layout elements, design principles, and compositional techniques, based on a project's theme and the medium of the final product. (Ongoing)

I can apply mathematics concepts and measurement techniques to design and finish layouts. (Ongoing)

I can apply principles of typography as they relate to layout and page composition in order to appropriately use various forms of type when designing layouts. (Ongoing)

I can employ typography tools to manipulate text within layouts such as threading and flowing text frames. (Ongoing)

I can investigate the use of typography as an expressive form. (Ongoing)

I can use software to create complex layouts, including multiple-page layouts, large displays, and/or product designs (i.e., for corporate branding packages, product-line packaging and marketing, and more). (Ongoing)

I can demonstrate consistency of style throughout the design package while managing the storage of complex files within the selected software environment. (Ongoing)

I can understand the connection between digital layouts and final products, such as understanding the difference between the screen color and the print color. (Ongoing)

I can prepare layouts for production by testing and refining files using pre-flight procedures. (Ongoing)

I can make final products in varying formats, including but not limited to layouts printed on paper and layouts published digitally. (Ongoing)

Projects

I can employ research methods when planning a design project, including data collection and analysis. (Ongoing)

I can synthesize research to present appropriate precedents for the development of a project and articulate logical rationale for the use of chosen precedents. (Ongoing)

I can create a detailed presentation or written report, citing evidence from research, which summarizes design decisions in light of research findings. (Ongoing)

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 a persuasive narrative to explain the design to a client, communicating the project in such a way that is understandable to the audience. (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. Similarly, I can evaluate the work of others, drawing on design principles and project goals, to provide clear, specific, and constructive feedback. (Ongoing)

I can complete a design project in a specific application (i.e., print, web, film, marketing, or other design communications) using multiple software formats by referencing supporting evidence such as industry standards, select the appropriate software for each specific task and efficiently manage file content. (Ongoing)

I can convert and export files as needed for the given application. (Ongoing)

I can explore time management techniques utilized by professionals from case studies or professional organizations, noting key habits and best practices of freelance designers as compared with their salaried peers. (Ongoing)

I can create and implement a work schedule, timeline, and budget for completing a given project. (Ongoing)

The Art & Design Industry

I can analyze how art and design professionals interact with other professionals within industry. (Ongoing)

I can perform a case study of a company to evaluate the role of art and design professionals within the company. (2nd Nine Weeks)

I can create an oral, written, or visual presentation of findings. (2nd Nine Weeks)

I can develop a research paper, media production, or visual display demonstrating the impact of technology and industry trends on the careers of art and design professionals, including the impact on technical work and business management. (2nd Nine Weeks)

I can write persuasively to describe the personal traits and skills needed for professionals in the field as technology advances and industry trends change, citing an example of an emerging or future technology or trend. (2nd Nine Weeks)

Career Exploration

I can research postsecondary institutions (i.e., colleges of applied technology, community colleges, and four-year universities) in Tennessee and other states that offer art and design programs. (2nd Nine Weeks)

I can summarize admissions criteria, the postsecondary programs of study, and the secondary courses that will prepare me to be successful in an art or design program. (2nd Nine Weeks)

I can evaluate the tentative career plan developed in the introductory course in light of these findings, and update the career plan to reflect any new discoveries, citing evidence from the research. (2nd Nine Weeks)

Business Management

I can analyze the relationship and responsibilities of various parties involved in a business contract. (2nd Nine Weeks)

I can write a basic contract for design work, such as a graphic designer's contract with a new business to create a marketing package. (2nd Nine Weeks)

I can emulate a design professional by explaining the contract to a mock client. (2nd Nine Weeks)

Portfolio

I can update materials from coursework to add to the digital portfolio begun in Digital Arts & Design I, including artifacts that demonstrate ability to use industry-specific technology. (Ongoing)

I can continually reflect on coursework experiences and revise and refine the career plan generated in the introductory course, including written descriptions of project types and learning outcomes. (Ongoing)