



### High School Course of Study Approval Request Form

High School Site	Signature - Principal or Academic AP Designee	Signature - Teacher Leader (enter N/A if no Teacher Leader)	Comments:
American Canyon HS	Andrew Goff	N/A	
Napa HS	Ean Ainsworth	N/A	
Napa Valley Independent Studies	Susan Wilson	NA	
New Tech HS	Riley Johnson	NA	
Valley Oak HS	Maria Cisneros	Evrin Cakir	
<b>Vintage HS</b>	Katelyn Estudillo	Shawn Sandahl	

Course submitted by:	Gillie Miller	School Site:	NCOE CTE Office
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Executive Director, Secondary Education: \_\_\_\_\_

Review resources:

[Rubric for Evaluating Digital Content & Technology Tools in Relation to CCSS for ELA \(Grades 6-12\)](#)

[State Math criteria](#)

[Technology in Teaching Math](#)

[Other criteria and decision making tools](#)

Please review following high school course outline and sign above if you approve or write reason in comment area if you do not.

☐ New ☒ **Revised outline - new course number to be issued due to change in Vocational Ed level**

COMPUTER (Short) TITLE: P CTE Grph Dsgn Int

COURSE (Long) TITLE: P CTE Graphic Design & Printing Arts Intermediate

AERIES TITLE: P CTE Graphic Design Printing Arts Int

COURSE NUMBER: CTE827

GRADE LEVEL: 10 - 12

LENGTH OF COURSE: 1 year/10 credits (5 credits/semester)

GRAD REQUIREMENT: Visual Performing Arts (V)

CSU/UC REQUIREMENT: "f" (Visual and Performing Arts)

COLLEGE PREP: Yes

VOCATIONAL ED: Introductory **[New: Concentrator]**

CALPADS CODE: 8210

PATHWAY CODE: Man 210

NCLB : No

## **COURSE OVERVIEW**

This introductory level course provides students with the opportunity to study the composition and functions of the graphic communication industry and its historical development. Students will apply fundamental elements of art and principles of graphic design, including layout principles, design consistency, and visual organization. Students will analyze and solve design problems while discovering the elements of successful projects. Students will demonstrate how design principles are used in the structure and composition of design. Students will be exposed to large format digital printing, direct to garment printing, and screen-printing processes.

The Graphic Design and Printing Arts Introductory course focuses on the study and application of the design process, including the relationship between art form and practical function. Students will focus on the elements and principles of artistic design, the design process, and global history of printing techniques and graphic mediums. This course enables students to develop an appreciation for the aesthetics of printed works using a variety of methods, and reinforces concepts and vocabulary from the areas of mathematics, history-social science, and visual arts. Students will have opportunities to express themselves visually and creatively using a variety of media and apply classic design principles and composition techniques to their original artworks. Integrated throughout the course are California Visual Arts Standards, academic standards, and CTE career preparation standards.

### **Course Objectives**

Students will be able to:

1. Communicate through graphic design.
2. Create designs, concepts, and sample layouts based on knowledge of layout principles and esthetic design concepts.
3. Develop graphics and layouts for product illustrations, company logos, and internet websites.
4. Draw and print charts, graphs, illustrations, and other artwork, using current industry software.
5. Mark up, paste, and assemble final layouts to prepare layouts for printer.
6. Prepare illustrations or rough sketches of material.
7. Research new software or design concepts.
8. Use computer software to generate new images.
9. Adhere to printing and manufacturing process of digital and screen printing.
10. Apply technical knowledge of industry, equipment and material.
11. Recognize the importance of Manufacturer's Safety Data Sheets (MSDS).
12. Demonstrate collaboration skills, interpersonal communications and working with multiple teammates to complete a project.

## **METHODS USED IN EVALUATING STUDENTS' PROGRESS**

The course is a projects-based course. Students are graded on multiple learning outcomes. Student work will be assessed in a variety of ways: formal and informal, initial, formative, and summative. Students will have activities requiring reading or listening followed with written response. Digital Media and production work will be evaluated one-on-one with each student at every grading period via a portfolio of the students' work looking at their knowledge, skill, and growth over time.

## **COURSE CONTENT**

### **Unit 1: The Print/Media Graphic Production Industry**

Learning Objectives:

- a. Compare and contrast occupations and careers within the digital media design, product production and related technical fields.

- b. Identify the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers for this sector.
- c. Investigate the role and function of professional organizations.

#### **Sample Assignments**

Students inventory their own interests through online resources. Students chose and research a related career utilizing online resources and real industry professionals, students reflect on their learning, create a presentation and present their findings to the class.

A variety of guest speakers from the graphics and printing industry share their career journeys and the skills and qualities needed to be successful in their career.

Students collaborate to research professional organizations related to the printing and graphic industry and present their findings to the class.

Anchor Standards: 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 4.1, 4.3, 7.3, 9.2, 10.4, 11.1

Pathway Standards: A14.1

Visual Arts Standards: 5.4

### **Unit 2: Historical and Cultural Context**

#### **Learning Objectives:**

- a. Describe the traditional graphic art terms and concepts that have evolved into computer terminology.
- b. Analyze the historical impact of graphic design and its impact on society.
- c. Identify a variety of type styles, historical development and effect on contemporary graphic design.
- d. Analyze the history of communication styles and its influence on current graphic design.
- e. Visual Communication: the message, the artist's intent, the audience.

#### **Sample Assignments**

Students research two major figures in design and write a two-to-three page paper comparing and contrasting their work and identifying cultural influences.

Working collaboratively through PBL, students create a multimedia presentation showing the development of graphic design from its beginnings to what it is today to making predictions for the future. They will use materials presented in class and conduct additional outside research. Students present their findings and lead a class discussion.

Anchor Standards: 2.1, 2.2, 2.4, 2.5, 4.1, 4.5, 7.3, 10.1,

Pathway Standards: A1.4, A3.1

Visual Arts Standards: 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.3

### **Unit 3: Language of Visual Arts and Aesthetic Valuing**

#### **Learning Objectives:**

- a. Explore the Elements of Art: Line, Value, Color, Shape, Form, Texture, and Space.
- b. Explore the Principles of Design: Balance, Unity, Emphasis, Contrast, Movement, Rhythm, and Pattern/Repetition.
- c. Analyze the relationship between the elements and principles.
- d. Discuss the effect of color and design principles used in various graphic designs.
- e. Describe the Four-Step Method of Art Criticism: Describe, Analyze, Interpret, Judge.

## Sample Assignments

Students learn design vocabulary through observations and written reflections on graphic productions.

Students view various examples of artwork, including paintings, sculpture, and graphic design. They will identify elements of art found in the works. Students critique graphic designs based on the elements of art and the principles of design, write a one page summary, and present orally to the class.

Students analyze real-world designs and identify how the expressive qualities of the elements of art are used and how that affect the design. Students will write a two page paper and present a summary to the class.

Anchor Standards: 5.2, 5.3, 5.4, 10.1,

Pathway Standards: A1.1, A1.2, A1.3, A2.1, A4.1

AME Pathway Standards: A1.1, A1.2, A1.3, A1.4, A3.1, A3.2, A3.3, A3.6, A4.3, A4.5, A5.2

Visual Arts Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.1, 4.2, 4.3, 4.5, 5.3

## Unit 4: Introduction to the Adobe Suite

Learning Objectives:

### 1. Adobe Illustrator:

- Drawing Tools

- Colors

- Shape & Form

- Depth & Illusion

Logo Design

Other Tools:

selecting and arranging objects, reshaping objects, importing, exporting and saving, type, special effects, web graphics

geometric shapes, selection tools, stroke and fill, pen tool, brushes, managing color, type tool, transformation tools,

palettes, patterns, styles, shape builder.

Tools and elements of composition to combine vector art images with type.

### 2. Adobe Photoshop:

Color Theory:

- Qualities of Color

- Additive and Subtractive Color

- Color Harmonies

- Color Contrasts

Drawing and Painting Techniques

Document setup, file formats, work views.

Image and color basics, selecting, image adjustments, repair and restoration, reshaping and transforming, drawing and painting, text, filters and effects, saving and exporting.

Tools: selections, duplicating a selection, paint bucket, art history brush.

Layers: layer masks, layer effects, photo collage techniques, blending modes, transform commands, history palette, eraser tools, extract command, working with channels, using filter effects.

### **Sample Assignments or Projects**

Students create a small exploratory, non-representational compositional study of each element of art using Adobe Illustrator. They write a description of their composition using the elements of art and principles of design. Students share their designs and give and receive constructive criticism based on 4 steps: describe, analyze, interpret, judge, utilizing visual art vocabulary. Students refine and improve their artwork based on self-reflection and feedback.

Anchor Standards: 2.1, 2.5, 2.6, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 7.4, 7.5, 8.3, 10.1, 10.2, 10.3

Pathway Standards: A1.1, A1.2, A1.3, A1.4, A2.1, A2.2, A2.3, A3.4, A3.5, A4.1, A4.2, A10.1, A10.2, A10.3, A10.4,

AME Pathway Standards: A1.3, A1.5, A2.1, A2.2, A2.3, A2.4, A2.6, A3.1, A3.3, A3.6, A4.2, A4.3, A4.4, A7.1, A7.2, A8.1, A8.2

Visual Arts Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.3, 2.4, 3.2, 3.3, 3.4, 4.3, 4.4, 4.5, 5.4

### **Unit 5: Design Process and Practices**

Learning Objectives:

- a. Define and demonstrate thumbnails and explain their use in graphic design.
- b. Select ways to generate artwork and print styles using clipart, computer graphics, photographic images and self-generated artwork.
- c. Identify type styles and recognize appropriate use
- d. Explain how the creative concept defines the feel and direction of the message.
- e. Compare and contrast thumbnails, roughs, comprehensives, and final product.
- f. Demonstrate adherence to health and safety procedures and regulations and understand MSDS

### **Sample Assignments**

Students utilize the thumbnail process to take an idea and produce three rough sketches in different formats including proportion, balance, and eye appeal. Students critique media utilizing the 4 steps: describe, analyze, interpret, judge. Students then revise artwork based on feedback. Students select the best sketch, mark copy for final copy, and identify type style, make copy with point sizes, and copyfit.

Students view a series of artwork and graphic design pieces. They identify the principle of design used in the work and analyze the design process and how the elements of art were used to achieve the principle. Students present their findings orally to the class.

Students create a presentation board that illustrates the different steps of the print media design process. The board will include written descriptions of each step and examples of a design going through each step

Anchor Standards: 2.1, 2.2, 3.8, 4.1, 5.1, 5.2, 6.1, 10.1, 10.3, 11.1

Pathway Standards: A1.3, A1.4, A2.3, A3.3, A3.4, A3.5, A4.1, A5.1, A6.1, A7.1, A9.1, A9.2, A9.3

Visual Arts Standards: 1.1, 1.2, 1.4, 1.5, 1.6, 3.3, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.4

### **Unit 6: Print Media and Production**

Learning Objectives:

- a. Describe the different types of print media: paper, textiles, vinyl.
- b. Compare and contrast the types of paper that are commonly used in printing operations, classify paper by weight, grain, and finish.
- c. Describe and demonstrate the sequence of steps involved in producing a printed product.
- d. Demonstrate and describe large format printing techniques.

- e. Demonstrate and describe Direct to Garment techniques.
- f. Demonstrate a basic skill level on all equipment.
- g. Describe and demonstrate screenprint, selecting the proper screen material and handling properly
- h. Demonstrate prepress job planning, pre-production, page layout, print production, finishing and inventory.

#### **Sample Assignments**

Students complete a production run following safety and quality control procedures. Students produce a printed item from concept to finishing demonstrating proper placement and color.

Students demonstrate the importance of paper grain direction in the binding process by properly cutting paper, and correctly collating items to be bound and share final product with the class.

Students design and prepare a product for silk-screening that addresses a social issue, an advertising campaign, or theme from literature or history.

Students demonstrate and practice proper printing press cleaning and preventative maintenance.  
Students demonstrate adherence to health and safety procedures and regulations and understand MSDS

Anchor Standards: 5.4, 6.3, 6.4, 6.5, 6.7, 6.8, 8.3, 10.2, 10.3

Pathway Standards: A6.2, A7.2, A7.3, A8.1, A8.2, A9.4,

Visual Arts Standards: 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4

#### **Unit 7: Introduction to Entrepreneurship**

Learning Objectives:

- a. Compare the profiles of successful entrepreneurs.
- b. Explain the importance of a mission statement.
- c. List the main components of a business plan.
- d. Identify the five "P's" that make up the marketing and financial part of a business plan.
- e. Demonstrate the importance of portraying the proper image of a successful entrepreneur, including attitude, attire, and behavior.
- f. Model the importance of an entrepreneur's ethical and social responsibilities.

#### **Sample Assignments**

Students will analyze characteristics common to successful entrepreneurs for comparison to their own.  
Students will share in teams and identify what roles they are most suited to.

**The Business Plan:** Students will examine the mission statement in terms of its product/service, sustainability, and its role in society. Students will summarize the business's purpose, customer orientation, and philosophy for class discussion.

Students will develop a marketing plan in terms of its product/service, price, promotion, place, and financial plan for the current school year and present to the class.

Students will evaluate the central role business plays in society by initiating innovative ways to improve the quality of life locally and presenting to the class for agreement.

Anchor Standards: 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 5.3, 5.4, 6.2, 6.7, 6.8, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6,

8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 11.3

Pathway Standards: A.14.1

Visual Arts Standards: 1.3, 1.5, 3.4, 5.4

## **Unit 8: Professionalism and Preparation for Careers in the Graphic Production and Product Development Industry**

### **Learning Objectives:**

a.Students understand how personal skill development—including positive attitude, honesty, self-confidence, time

management, and other positive traits—affect employability.

b.The Professional Portfolio

Terminology and Techniques

Design and Presentation

Critique and Evaluation

c.Educational and Career Opportunities and Preparation

### **Sample Assignments or Projects**

Students create and/or update their resumes to include education, experience and skills learned in this course.

Students complete an employment application and participate in a mock or real interview.

Students visit two employers and write a two-page report comparing and contrasting the business operations.

Anchor Standards: 2.6, 3.9, 5.4, 7.7, 7.8, 8.3, 8.4, 8.5, 9.3, 9.4, 9.5, 9.6, 10.4, 11.1, 11.2, 11.3, 11.4, 11.5

Pathway Standards: A14.1

Visual Arts Standards: 2.2, 4.3, 4.4, 4.5, 5.4

## **INSTRUCTIONAL STRATEGIES**

Lecture and Demonstrations

Multimedia Sources

Project-Based Learning

Work-Based Learning

## **INSTRUCTIONAL MATERIALS / TEXTBOOKS**

In lieu of core textbook, the following main resources and software programs to be used for instruction are:

Adobe Creative Cloud and certification workbooks

Microsoft Office

## **STANDARDS SUMMARY**

Manufacturing and Product Development Knowledge and Performance Anchor Standards All Anchor Standards addressed (1-11) except 4.6 and 9.7

Graphic Production Technologies Pathway Standards A1.1-1.4, A2.1-2.3, A3.1, A3.3-3.5, A4.1, A4.2, A5.1, A6.1, A6.2, A7.1-7.3, A8.1, A8.2, A9.1-9.4, A10.1-10.4, A14.1

AME Design, Visual, and Media Arts Pathway Standards A1.1-1.5, A2.1-2.3, A3.1-3.3, A3.6, A4.2-4.5, A5.2, A7.1, A7.2, A8.1, A8.2

**Common Core and Academic Standards** LS 9-10, 11-12.3, 11-12.6, RSL 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10, SLS 9-10, 11-12.1, 11-12.2, RSIT 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, RHSS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, RSTS 9-10, 11-12.4, RLST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10, WS 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10, WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10, A-CED2,3,4, F-IF 1,2,3,4,5,6, F-LE1abc, 2, 3, G-CO 1, 2, 4, G-GMD 4, 5, G-MG 1,2, 3, S-IC1, 3, 5, S-ID 1, 2, 3, 4, 5, 6, S-MD 5, SEP 1, 2, 3, 4, 5, 6, 7, 8, CC 1,2,3,4, PS 1, 2, 4, LS 1, 2, 4, ESS3, ETS 1, 2, AD12.8, 12.10, PE 12.1, 12.3, 12.4, 12.6, US 11.5, 11.8, 11.11, WH 10.3, 10.6, 10.8, 10.11

**Visual Arts Standards** all of 1.0, 2.0, 3.0, 4.0, 5.0

**VHS Visual and Performing Arts Department-Wide Expected Learning Outcomes** 1.0, 2.0, 3.0, 4.0 (all outcomes met)