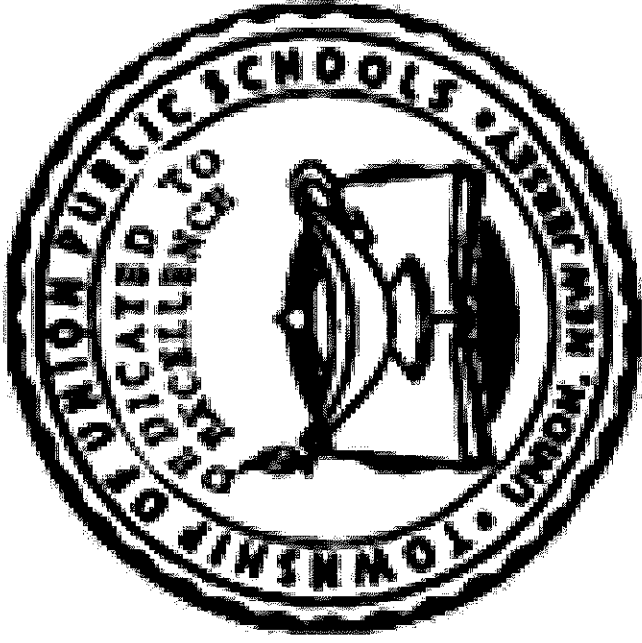


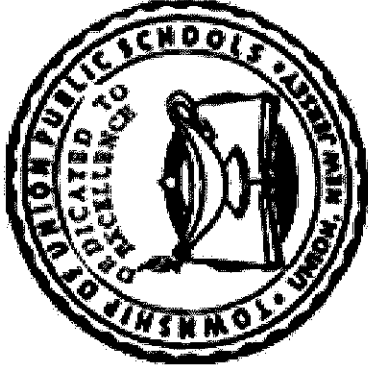
TOWNSHIP OF UNION PUBLIC SCHOOLS



# Graphic Design & Commercial Arts 3

## Curriculum Guide

Curriculum Guide Approved June 2015



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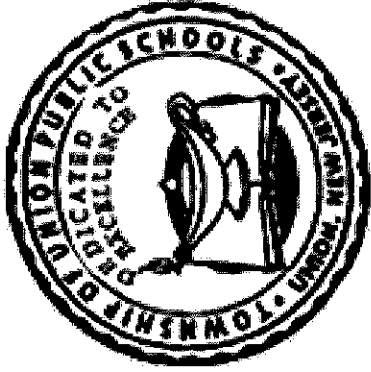
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## DEPARTMENT SUPERVISORS

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# **GRAPHIC DESIGN & COMMERCIAL ARTS 3**

**Curriculum Committee Members**

**Stephen March**

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## **Appendix: New Jersey Core Curriculum Content Standards**

### **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

### **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

### **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**



## **Course Description**

The purpose of this course is to help the student to further identify the broad scope of the Graphic Design & Commercial Arts industry and to become further acquainted with the skills, knowledge and work ethics associated with the various graphic arts professions. Students will learn to combine creative and practical skills into projects that will build upon the knowledge and experience learned in previous graphic design & commercial art courses. Students will further investigate areas of advanced layout and design, advanced methods of multi functional silk screening, digital photography, color management, computer technology, digital photography and career opportunities. This course is designed to further help the students acquire a technological and creative understanding of the complexities of the graphic arts industries and to help the students prepare themselves for challenging careers in the graphic design, commercial arts and advertising and marketing industries. Students must complete Graphic Design & Commercial Arts 2 & 3 before enrolling into this course. Graphic design & Commercial Arts 3 is a prerequisite course for Graphic design & Commercial Arts 4. This course meets the criteria to help fulfill the UHS art requirement for graduation.

## **Recommended Textbooks**

Graphic Communication, The Printed Image, Purst, Z.A.

Goodheart-Wilcox, Publishing

Revised 1994, 1999, 2004

## **Course Proficiencies**

- Students will be able to...**
- Demonstrate an advanced knowledge of Graphic Design & Commercial Arts**
    - Apply the proper techniques to produce full color mechanicals**
    - Have the ability to produce small version three dimensional Prototypes and models**
    - Have the ability of independent problem solving while working in Various areas of the graphic arts industry**
    - Show an understanding of working in cooperative settings**
    - Have the ability to research and implement design ideas**
    - Have an understanding of the skill requirements for specific**

careers in the graphic arts & advertising fields.

## Curriculum Units

Unit 1: Introduction to Graphic Design & Commercial Arts 3  
Course requirements  
Review Graphic Two Requirements

Unit 2: Layout & Design  
Advanced color techniques  
Stylistic Lettering

Unit 3: Advanced Design Methods  
Advanced Typography  
Methods of Design Techniques

Unit 4: Advanced Page Layout  
Understanding copy styles  
Multi Dimensional Layouts

Unit 5: Complex Multi Screening  
Advanced Thermal Imaging  
Heat Transfer Imaging

Unit 6: Advanced Prototype Design  
Digital Photography  
Career Opportunities

## Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Introduction to Graphic Design & Commercial Arts 3, Class requirements, Review	2 weeks
<u>Unit 2:</u> Layout & Design, Advanced Color Techniques, Stylistic Lettering	6 weeks
<u>Unit 3:</u> Advanced Design Methods, Advanced Typography, Methods of Design Techniques	8 weeks
<u>Unit 4:</u> Complex Multi Screening, Advanced Thermal Imaging, Heat Transfer Imaging,	8 weeks
<u>Unit 5:</u> Advanced Page Layout, Understanding Copy Styles, Multi-Dimensional Layouts	8 weeks
<u>Unit 6:</u> Advanced Prototyping Designs, Digital Photography, Career Opportunities	8 weeks

**Unit 1:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What is a graphic designer?	Students will gain knowledge of the various types of design professionals in the industry and understand the job responsibilities	Brainstorm with others to discuss specific areas of designers. Create a flow chart to indicate what a designer needs to do to complete a job	Work stations Teacher evaluation Group discussions Written evaluation
What is graphic designing?	Students will learn about the creative process involved in the graphic arts field	Students will brainstorm what they perceive graphic designing to be and relate findings to class	Oral discussions Worksheets Teacher evaluation Station activities
What are some of the impacts graphic designs has on society	The students will become aware of the influence graphic design can have on the economy	Students will work in groups and create a montage of some powerful graphics and Logos and explain why they have an impact on the retail environment	Group discussions Oral presentations Teacher evaluation Work stations
Essential Questions	Instructional Objectives/ Skills and Benchmarks	Activities	Assessments

<p>(CPIs)</p>	<p>Students will reacquaint themselves the graphic arts glossary previously learned</p>	<p>Students will review terms and definitions used in graphic design. Create a list of the most common terms pertaining to layout and designing.</p>	<p>Written quiz Teacher evaluation Worksheets Group discussions</p>
<p>What are some of the tools used in the graphic arts field?</p>	<p>Why is graphic designing important to your own future</p>	<p>Make a list of reasons indication the personal value of graphics</p>	<p>Oral discussions Teacher Evaluation Worksheet Written assignment</p>
<p>Why is it important to brainstorm with other artists in the graphic design fields when developing promotions</p>	<p>Create a reasonable understanding of group cooperation and networking in the design fields</p>	<p>Work in a group setting and gather information to work on a specific promotion</p>	<p>Cooperative group Teacher observation Worksheet Oral discussions</p>

**Unit 2:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the elements of good design?</p>	<p>Students will gather information on what constitutes good layout and design</p>	<p>Students will create a thumbnail sketch using prior knowledge of form and function</p>	<p>Oral discussion Teacher evaluation Worksheet Cooperative groups Written assignments</p>
<p>How significant is good design in a layout</p>	<p>The students will begin to understand the importance of proper layout &amp; design and the impact it will have on a graphic project</p>	<p>Create an illustration using proper elements and style of designing</p>	<p>Work stations Written assignments Teacher evaluation Student project</p>
<p>Are the elements of design any different between black &amp; white or color illustrations?</p>	<p>The students will see and understand the relationships and differences of certain elements in graphics when worked in line vs. color illustrations</p>	<p>Create the exact copy in both line and color art and make a list of the differences and the impact they have on the copy</p>	<p>Work stations Written assignments Teacher evaluation Oral discussion</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Does your design lend itself to the product?	Have the students become aware of the demographics and type of audience they are trying to target by design	Assign a particular age group to a product and have the students create a package design around those parameters that cater to that demographic	Work station Teacher evaluation Written assignment Oral presentation
Do the colors fit the product and brand?	The students will become aware of the importance of color in a design process	The students will design a small package and experiment with different color schemes and select a style they feel best suits their products	Station activities Written assignments Teacher evaluation Worksheets
How can a type face alter the look of a design	The students will understand the value of selecting the proper type of font style and how it will alter a design	Students will create rough sketches and change out different type styles and discuss differences	Written assignments Oral discussions Work stations Teacher evaluation



**Unit 3:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Does your design have a clear message?	Have the students become aware of the factors in a design that helps to relate a clear image and message	Students will select a variety of printed ads and discuss which ones send the clearest messages and why	Work stations Written assignments Worksheet Teacher evaluation
What makes a font design interesting?	Understand the importance of font style in relationship to other components	Select several type styles in the same family of fonts and discuss the differences and how they can be used in a layout	Written assignment Teacher evaluation Oral presentation Group activity
How can text and illustration impact a viewer?	Understand the relationship between all elements and the impact it has on print	Students will design a series of small rough sketches and add clip art to them and analyze which sketch has the most impact	Station activities Written assignment Oral discussion Teacher evaluation

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Is the space in your illustration used effectively?</p> <p>What are some of the best ways to use the elements and principles of design in a layout?</p>	<p>The students will become aware of how space plays an important role in the design process</p> <p>The students will discuss and further understand how all of the elements in a design process helps to create a successful layout</p>	<p>Students will create several thumbnail sketches and experiment with various uses of space and proportion</p> <p>Students will create a rough design app-lying good principles of design and the classmates will critique the finished layout and discuss ways to improve it</p>	<p>Station activities Teacher evaluation Oral discussions Written assignments</p> <p>Teacher evaluation Cooperative group Work stations Worksheets</p>
<p>In a world of technical advancements in the graphic industry why is it important to continually improve your skills?</p>	<p>Have the students understand the value of continuing their studies and gaining new knowledge to be competitive in the graphic arts industry</p>	<p>Students will write an essay explaining why continuing to improve your skills is essential to a successful career in the graphic and marketing areas</p>	<p>Written assignment Teacher evaluation Oral discussion</p>

**Unit 4:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the past up steps for producing a good mechanical?</p>	<p>Students will become familiar with the various procedures for producing copy and line art for a mechanical</p>	<p>Review the procedures and vocabulary for a mechanical and list the important terms</p>	<p>Worksheets Written quiz Teacher evaluation Oral discussions</p>
<p>How is copy fitting important for a page layout?</p>	<p>Students will learn how to fit copy, alter lines and justify the use of space</p>	<p>Students will be given a mechanical and be asked to reposition the elements</p>	<p>Worksheets Station activities Teacher evaluation Oral discussions</p>
<p>What are specifications as they relate to a page layout?</p>	<p>Students will be better able to understand what specifications are appropriate in specific layout and copy</p>	<p>Students will spec a layout and be able to put notations in the copy where required</p>	<p>Worksheets Written quiz Teacher evaluation Station activities</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are registration marks and what purpose do they have in multi page layouts?</p>	<p>Have the students become aware of the importance of registering multi pages for proper alignment</p>	<p>Students will register several pieces of copy and proof them for correct registration</p>	<p>Teacher evaluation Written assignment Oral discussion Work station</p>
<p>What is meant by the term camera ready copy?</p>	<p>The students will learn what the key elements are to create camera ready copy</p>	<p>Students will assemble various parts of a mechanical and prepare each element as camera ready</p>	<p>Work station activities Teacher evaluations Oral discussions Written assignments</p>
<p>How do you plan the message and determine the type of layout involved?</p>	<p>Students will become aware of the importance of understanding what the copy intention is and what layout would best suit the design idea</p>	<p>Assign a specific layout idea to each student and have them evaluate all of the ideas to determine the best way to relate the message</p>	<p>Work station Teacher evaluation Oral discussions Written assignments</p>

**Unit 5:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Where did silk screening originate and how has it changed through history?	Help the students understand the origins and history of silk screening	Students will participate in discussion and lecture and research on computers the history of silk screening	Worksheets Oral discussions Written report Teacher evaluation
Why is silk screening a process that has universal appeal?	Help the students understand how screening is used in situations globally	Have the students describe and list areas where silk screening can be applied to other cultures and countries	Written evaluations Worksheets Teacher evaluations Oral discussions
What are some careers available in the silk screening industry?	Give students an understanding of the variety of jobs & responsibilities in the screening industries	Students will make a list and research the career opportunities and requirements needed to fill the job requirements	Written assignments Teacher evaluation Work station activities Worksheet

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How do you know which tools to use and when it is appropriate to use them?	Students will gather information on various tools to use in screening process and be able to select which tool is best suited for a particular process	Students will set up a silk screen and select the proper tools and materials best suited for a particular application	Worksheets Teacher evaluation Oral discussion Work station activities
What are safety concerns while silk screening?	Students will become aware of safety concerns and issues as well as regulations and requirements in handling paints, solvents etc.	Have students study and become aware of all safety materials and discuss the proper care and use of the work area, tools and requirements	Written quiz Oral discussions Teacher evaluation Worksheet
What are some areas that silk screening can be used in?	Students will become aware of the commercial markets where screening is widely used	Students will research areas where screening is popular and present an oral presentation to the class with samples of their findings	Oral presentation Written assignment Student work Teacher evaluation

**Unit 6:**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How does three dimensional modeling help sell a concept to a client?	Students will begin to understand how a model image can enhance ideas and questions during a design process	Students will list ideas and brainstorm with classmates to explore ways in which dimensional designing helps the marketing team in creating a final product	Work station activities Worksheets Oral discussions Teacher evaluation
What are the tools used for prototyping?	Students will learn and understand the tools and applications used for three dimensional prototyping	Make a list of the tools used in dimensional designing and which tools are best used for a particular project	Written assignments Oral discussions Worksheets Teacher evaluations
How does advanced technologies in digital photography extend the capabilities in the design fields?	Students will understand how new technologies continue to change how graphic artists approach projects	Students will evaluate the difference between hand designing and computer generated designs	Worksheets Oral discussions Teacher evaluation Cooperative groups

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do job requirements in the workplace change over time?</p>	<p>Discuss with the students how technology changes the way duties are performed in the workplace</p>	<p>Students will discuss and list innovations in recent years that have replaced other methods</p>	<p>Worksheets Oral discussions Teacher evaluation Class participation</p>
<p>Is it always beneficial to use the most economical materials available when producing graphic design or commercial arts projects</p>	<p>Students will evaluate when it is best to use specific high grade materials vs. lower quality and determine when to apply these decisions</p>	<p>Design two pages of copy/layouts using higher grade materials and standard grade materials and compare the differences between both.</p>	<p>Work station activities Oral discussions Group projects Teacher evaluation Written assignment</p>
<p>What skills are needed by a student to present themselves as a professional?</p>	<p>Help the students understand how conduct and behavior reflects upon how people will perceive them in the workplace</p>	<p>Students will make a list and highlight what they feel about their character that will enhance their position in the workplace</p>	<p>Written assignment Teacher evaluation Worksheet Group discussions</p>



**New Jersey Core Curriculum Content Standards**  
**Academic Area**

**Standard 9.1** Describes skills that prepare the students to fully engage in civic and work life. The standards include six strands which reflect the Framework for 21<sup>st</sup> century living.

Critical Thinking and Problem Solving  
Creativity and Problem Solving  
Collaboration, Teamwork and Leadership  
Cross-Cultural Understanding and Interpersonal Communication  
Communication and Media Fluency  
Accountability, Productivity and Ethics

**Standard 9.3** Describes skills that prepare students for career pursuits and lifelong learning. These three strands in 9.3 reflect the requirements outlined in NJ Administrative Code (N.J.A.C. 6A, 8-3.2)

Career Awareness (Grades K-4)  
Career Exploration (Grades 5-8)  
Career Preparation (Grades 9-12)

**Standard 9.4 Career and Technical Education** Describes knowledge and skills that prepare the students for post secondary education, training and employment in a chosen career path. Unlike 9.1 and 9.3 which applies to all students from grades K-12, standard 9.4 applies only to high school students enrolled in career and technical programs.

9.4.12 C1	9.4.12 C5	9.4.12 C9	9.4.12 C13
9.4.12 C2	9.4.12 C6	9.4.12 C10	9.4.12 C14
9.4.12 C3	9.4.12 C7	9.4.12 C11	9.4.12 C15
9.4.12 C4	9.4.12 C8	9.4.12 C12	9.4.12 C16

**New Jersey Scoring Rubric**

**Performance Indicator**    **Poor-Grades 64-69**    **Basic- Grades 70-70**    **Proficient-Grades 80-89**    **Advanced-Grades 90-100**

<b><u>Basic Skills</u></b>	Does not follow Directions	Shows some skills	Shows Good Intent	Complete Understanding
	Not Meeting Expectations	Barely Average Grasp Of Content Limited Motivation	Follows Directions & Requirements Follows Requirements	Exceptional Skills Meets All Expectations
<b><u>Creativity Level</u></b>	Little Evidence or No Creativity	Shows Some Originality And Content	Includes Some Unique Ideas	Very Motivated Shows Creativity
<b><u>Effort and Perseverance</u></b>	Does Not Use Basic Principles Of Design Work incomplete No Effort Poor Time Planning	Uses Limited Knowledge Learned In Class Little Effort In Work Work Completed Work is Rushed/Sloppy	Applies What Was Learned In Class Work Completed With Good Effort Meets all Requirements	Meets All Expectations Highly motivated Includes Unique Ideas High Motivation Exceeds Requirement
<b><u>Social Skills &amp; Cooperative Learning Groups</u></b>	Disruptive in group Arguments in group Disinterested	Seldom Contributes Mostly Uncooperative Minimum Team Effort	Good Interest Contributes to team Cooperative	Always Contributes Organized Highly Motivated
<b><u>Content/Organization &amp; Planning</u></b>	Disorganized Lack of Planning Uncertain Focus	Little Effort Adequate Organization Minimal Planning Skills	Good Strategies Well Organized Creative In Content	Exceptional Focus Highly Organized Exceeds Criteria

