Syllabus

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| **Megan Delzell** | **Computer Graphics** |

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| **Supplementary Materials:** | Microsoft Word, Excel, PowerPoint.  Adobe Photoshop, InDesign, Fuse, Audition  ICEVOnline.com and GMetrix.com |

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| **Course Content and Expected Outcomes** | | | |
| This course is designed to help students establish a platform for a career in the Graphic Design industry. The program is an introduction to Graphic Design and Computer Graphics. Using Adobe Products as well as online certification for these products, allows students to physically implement the software while theoretically implementing them through certification.  This course was designed to challenge students artistically and technologically by asking them to create projects for make believe clients as well as participate in project creations for the staff and school. Students are graded on their participation, creativity and willingness to push their mind and artistic license.  Primary Student Outcomes:   * Demonstrate a working knowledge of Adobe Photoshop * Demonstrate a working knowledge of Adobe Fuse * Demonstrate a working knowledge of Adobe Audition (Radio) * Demonstrate the ability to collaborate with fellow students * Demonstrate the ability to sketch out ideas * The ability to meet with “clients” and formulate ideas for the project * The ability to use artistic license to create projects * Demonstrate knowledge of graphic artists | | | |
| **Schedule** | | |
| **Instructional Unit** | **Weeks to Complete** | **Description** |
| **Discovery**  **Intro to Illustrator and Photoshop** | 2  0.5 CREDITS | **Teacher Overview:** Intro to Illustrator and Photoshop Interactive instruction, student follows along via interactive TV.  Learning keys, commands, and tools  **Learning Obj:** Learning keys, commands, and tools.  **Lang. Obj:** Take notes on the tools and vocabulary of the software programs.  **Evidence of Learning:** Design Journal Entries, Active Participation in Class, and Critique/Self and Peer Assessment Sheets.  **Technology:** Illustrator, Interactive TV, Desktop computer.  **Standards:** CTE 2, 4, 10, 11  **Differentiated Instruction:** Remedial: Journal Entry with Drawings instead of writings. Extended: Journal Entry with writing, design, and drawing. |
| **Discovery**  **Book Cover Design** | 2  0.5 CREDITS | **Teacher Overview:** Outline Book Cover for design. Continue Gmetrix certifications and check for progress.  **Learning Obj:** Illustrator, furthering knowledge to use of Pen tool, manipulating lines to create an outline. Once the outline is created, students will learn to use the fill and gradient tools to create a 3 dimensional object they designed.  **Lang. Obj:** Describe the book you wish to create and what it will look like in the end. Describe tools to use and design notes.  **Evidence of Learning:** Design Journal Entries, Active Participation in Class.  **Technology:** Illustrator, PhotoShop, Interactive TV, Desktop computer.  **Standards:** CTE 2, 4, 10, 11  **Differentiated Instruction:** Remedial: Design cover by hand, or use Microsoft Paint. Extended: Create multiple designs, or further expand upon book detail. |
| **Discovery**  **Discovery Photoshop Collage** | 2  0.5 CREDITS | **Teacher Overview:** Create a collage about discovery using Photoshop. Continue Gmetrix certifications.  **Learning Obj:** Creating an object, beginning design techniques, use of tools (Pen, Shape, and Text)  **Lang. Obj:** Take notes on the tools and vocabulary of the software programs.  **Evidence of Learning:** Design Journal Entries, Active Participation in Class.  **Technology:** Illustrator, Interactive TV, Desktop computer.  **Standards:** CTE 2, 4, 10, 11  **Differentiated Instruction:** Remedial: Hand created collage, or Use Microsoft Paint to create collage. Extended: Create multiple designs. Expand on design. |
| **Discovery**  **Beginning of Radio Project** | 3  1 CREDIT | **Teacher Overview:** Start Radio Project.  Continue Gmetrix certifications and check for progress.  **Learning Obj:** Collaborate as a class with a Radio Production, learning Adobe Audition. Create a multi-track soundwave with background music, and edit these tracks. Write scripts and have every member play a role in the radio show.  **Lang. Obj:** Describe the topics you wish to cover, ideas you want to discuss, and roles each will play. Take detailed notes in your idea journal.  **Evidence of Learning:** Design Journal Entries, Active Participation in Class.  **Technology:** Illustrator, PhotoShop, Adobe Audition, Microphone, Speakers, Interactive TV, Desktop computer.  **Standards:** CTE 2, 4, 10, 11  **Differentiated Instruction:** Remedial: Discuss roles and ideas with the group instead of writing. Extended: Write script ideas, and share with group. |
| **Courage**  **Intro to Illustrator and Photoshop** | 2  0.5 CREDITS | **Teacher Overview:** Intro to Illustrator and Photoshop Interactive instruction, student follows along via interactive TV.  Learning keys, commands, and tools  **Learning Obj:** In Illustrator: Learning keys, commands, and tools.  **Lang. Obj:** Take notes on the tools and vocabulary of the software programs.  **Evidence of Learning:** Design Journal Entries, Active Participation in Class, and Critique/Self and Peer Assessment Sheets.  **Technology:** Illustrator, Interactive TV, Desktop computer.  **Standards:** CTE 2, 4, 10, 11  **Differentiated Instruction:** Remedial: Journal Entry with Drawings instead of writings. Extended: Journal Entry with writing, design, and drawing. |
| **Courage**  **Car Design** | 2  0.5 CREDITS | **Teacher Overview:** Outline Car for design  **Learning Obj:** Illustrator, furthering knowledge to use of Pen tool, manipulating lines to create an outline. Once the outline is created, students will learn to use the fill and gradient tools to create a 3 dimensional object they designed.  **Lang. Obj:** Describe the car you wish to create and what it will look like in the end. Describe tools to use and design notes.  **Evidence of Learning:** Design Journal Entries, Active Participation in Class.  **Technology:** Illustrator, PhotoShop, Interactive TV, Desktop computer.  **Standards:** CTE 2, 4, 10, 11  **Differentiated Instruction:** Remedial: Design car by hand, or use Microsoft Paint. Extended: Create multiple designs, or further expand upon car detail. |
| **Courage**  **Creepy Creature** | 2  0.5 CREDITS | **Teacher Overview:** Student work on creating a Halloween animal (multiple eyes, multiple legs) using photo shop and the magic wand with placement.  **Learning Obj:** Photo Shop, manipulating images, use of Clone Tool, Move Tool and Magic Wand Selection Tool.  **Lang. Obj:** Describe the animal you wish to create and what it will look like in the end. Describe tools to use and design notes.  **Evidence of Learning:** Design Journal Entries, Active Participation in Class.  **Technology:** PhotoShop, Interactive TV, Desktop computer.  **Standards:** CTE 2, 4, 10, 11  **Differentiated Instruction:** Remedial: Hand Drawn creature, or Use Microsoft Paint to create creature. Extended: Create multiple designs. Expand on design. |
| **Courage**  **Radio Production** | 3  1 CREDIT | **Teacher Overview:** Radio Production  **Learning Obj:** Add in special announcements; start to build upon the prior recordings. Expand past the morning greetings, and start to create dialogue.  **Lang. Obj:** Describe the topics you wish to cover, ideas you want to discuss, and roles each will play. Take detailed notes in your idea journal.  **Evidence of Learning:** Design Journal Entries, Active Participation in Class.  **Technology:** Illustrator, PhotoShop, Adobe Audition, Microphone, Speakers, Interactive TV, Desktop computer.  **Standards:** CTE 2, 4, 10, 11  **Differentiated Instruction:** Remedial: Discuss roles and ideas with the group instead of writing. Extended: Write script ideas, and share with group. |
| **Perseverance**  **Intro to Illustrator and Photoshop** | 2  0.5 CREDITS | **Teacher Overview:** Intro to Illustrator and Photohshop Interactive instruction, student follows along via interactive TV.  Learning keys, commands, and tools  **Learning Obj:** Learning keys, commands, and tools.  **Lang. Obj:** Take notes on the tools and vocabulary of the software programs.  **Evidence of Learning:** Design Journal Entries, Active Participation in Class, and Critique/Self and Peer Assessment Sheets.  **Technology:** Illustrator, Interactive TV, Desktop computer.  **Standards:** CTE 2, 4, 10, 11  **Differentiated Instruction:** Remedial: Journal Entry with Drawings instead of writings. Extended: Journal Entry with writing, design, and drawing. |
| **Perseverance**  **Perseverance Collage** | 2  0.5 CREDITS | **Teacher Overview:** Create a collage about perseverance using Photoshop. Continue Gmetrix certifications.  **Learning Obj:** Creating an object, beginning design techniques, use of tools (Pen, Shape, and Text)  **Lang. Obj:** Take notes on the tools and vocabulary of the software programs.  **Evidence of Learning:** Design Journal Entries, Active Participation in Class.  **Technology:** Illustrator, Interactive TV, Desktop computer.  **Standards:** CTE 2, 4, 10, 11  **Differentiated Instruction:** Remedial: Hand created collage, or Use Microsoft Paint to create collage. Extended: Create multiple designs. Expand on design. |
| **Perseverance**  **Radio Production** | 3  1 CREDIT | **Teacher Overview:** Radio Production  **Learning Obj:** Expand upon prior day’s recordings. Listen to the recordings and critique as a group. Make notes and changes as needed. Re-Record until it “works”.  **Lang. Obj:** Describe the topics you wish to cover, ideas you want to discuss, and roles each will play. Take detailed notes in your idea journal.  **Evidence of Learning:** Design Journal Entries, Active Participation in Class.  **Technology:** Illustrator, PhotoShop, Adobe Audition, Microphone, Speakers, Interactive TV, Desktop computer.  **Standards**: CTE 2, 4, 10, 11  **Differentiated Instruction:** Remedial: Discuss roles and ideas with the group instead of writing. Extended: Write script ideas, and share with group. |
| **Perseverance**  **Quotes Typography Project** | 2  0.5 CREDITS | **Teacher Overview:** Use quotes gathered to create an image. Arrange these quotes to create a typography image that shows the meaning of perseverance.  **Learning Obj:** Photo Shop, manipulating images, use of Clone Tool, Move Tool and Magic Wand Selection Tool.  **Lang. Obj:** Describe the animal you wish to create and what it will look like in the end. Describe tools to use and design notes.  **Evidence of Learning:** Design Journal Entries, Active Participation in Class.  **Technology:** PhotoShop, Interactive TV, Desktop computer.  **Standards:** CTE 2, 4, 10, 11  **Differentiated Instruction:** Remedial: Hand created image, or Use Microsoft Paint to create image. Extended: Create multiple designs. Expand on design. |
| **Service**  **Intro to Photoshop and Illustrator** | 2  0.5 CREDITS | **Teacher Overview:** Intro to Photo Shop and Illustrator Interactive instruction, student follows along via interactive TV.  Learning keys, commands, and tools.  **Learning Obj:** Learning keys, commands, and tools. Start introduction to Gmetrix.  **Lang. Obj:** Take notes on the tools and vocabulary of the software programs.  **Evidence of Learning:** Design Journal Entries, Active Participation in Class, and Critique/Self and Peer Assessment Sheets.  **Technology:** PhotoShop, Interactive TV, Desktop computer.  **Standards:** CTE 2, 4, 10, 11  **Differentiated Instruction:** Remedial: Journal Entry with Drawings instead of writings. Extended: Journal Entry with writing, design, and drawing. |
| **Service**  **Service Quotes Image Project** | 2  0.5 CREDITS | **Teacher Overview:** Use quotes gathered to create an image. Arrange these quotes to create a typography image that shows the meaning of service.  Continue Gmetrix certifications and check for progress.  **Learning Obj:** Photo Shop, manipulating images, use of Clone Tool, Move Tool and Magic Wand Selection Tool.  **Lang. Obj:** Describe the animal you wish to create and what it will look like in the end. Describe tools to use and design notes.  **Evidence of Learning:** Design Journal Entries, Active Participation in Class.  **Technology:** PhotoShop, Interactive TV, Desktop computer.  **Standards:** CTE 2, 4, 10, 11  **Differentiated Instruction:** Remedial: Hand created image, or Use Microsoft Paint to create image. Extended: Create multiple designs. Expand on design. |
| **Service**  **Radio Production** | 5  1.5 CREDITS | **Teacher Overview:** Radio Production.  Wrap up Gmetrix certifications and finish certifications.  **Learning Obj:** Expand upon prior day’s recordings. Listen to the recordings and critique as a group. Make notes and changes as needed. Re-Record until it “works”.  **Lang. Obj:** Describe the topics you wish to cover, ideas you want to discuss, and roles each will play. Take detailed notes in your idea journal.  **Evidence of Learning:** Design Journal Entries, Active Participation in Class.  **Technology:** Illustrator, PhotoShop, Adobe Audition, Microphone, Speakers, Interactive TV, Desktop computer.  **Standards:** CTE 2, 4, 10, 11  **Differentiated Instruction:** Remedial: Discuss roles and ideas with the group instead of writing. Extended: Write script ideas, and share with group. |

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| **CTE/CRP Standards** |
| **Technology Standards**  **Standard** **1.** Know the characteristics and uses of computer hardware and operating systems.  **Standard** **2.** Know the characteristic and uses of software programs.  **Standard** **3.** Understand the relationships among science, society, and the individual.  **Standard** **6.** Understand the nature and uses of different forms of technology. |
| **The Visual Arts Standards**  **Standard 1. Understanding and apply art media techniques and processes**  **a.** Know differences between types of art material, techniques, and processes.  **b.** Know how different materials techniques and processes can bring forth different responses from viewers.  **c. Know** how different media, techniques, and processes can communicate ideas.  **d**. Use art materials and tools in safe and responsible ways.  **Standard 2. Understand the structure of Art (Elements of art and Principals of design) and functions of art**  **a**. Know the difference among visual characteristics (elements of Art and principals of design) as well as the purposes of Art.  **b**. Understand how different compositional, expressive, and organizational characteristics can evoke a variety of responses from viewers.  **c**. Use visual structures and functions of art to communicate art ideas.  **Standard 3. Know a range of art subject matter, art symbols, and potential ideas.**  **a.** Choose potential ideas for works of art.  **b**. Know how subject matter, symbols, and ideas can communicate ideas in art. |
| **CTE/CRP Standards**  Students address CRP standards 1, 4, 5, 10 and 11 daily when researching, drafting, designing and producing their weekly projects.  Throughout group activities, quarterly presentations, bi-weekly critiques of peer work, and their weekly projects, students address CRP standards 1, 2, 4, 5, 7, 8, 9, 10, and 11. |
| **CTE Foundation Standards**   1. Communications 2. Career Planning and Management 3. Technology   10.0 Technical Knowledge and Skills  11.0 Demonstration and Application |

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| **RUBRICS** | | | |
| **RUBRIC - Projects** | | **Proficient**  *33 Points* |  |  | | --- | --- | --- | |  | |  | |  | | **Emerging**  *25 Points* | **Beginning**  *17 Points* |
| **Appealing Design** |  |  |  |
| **Design Notes and Design Drawings** |  |  |  |
| **Effort and Attitude** |  |  |  |

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| **RUBRIC – Radio** | | **Proficient**  *33 Points* |  |  | | --- | --- | --- | |  | |  | |  | | **Emerging**  *25 Points* | **Beginning**  *17 Points* |
| **Appealing Content** |  |  |  |
| **Collaboration** |  |  |  |
| **Effort and Attitude** |  |  |  |

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| **GRADING** |
| Grades are as follows:  90-100% A  80-89% B  70-79% C  60-69% D |