

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 9-12
Graphic Design

<p><i>Mission Statement</i></p>	<p>The arts are basic to a balanced and complete education for all students. The arts help students learn to deal with ambiguity, to look at problems from multiple perspectives, to engage in speculative inquiry and to understand the role of arts in civilization.</p> <p>It is the hope of the Geneva High School Art Department to provide all students opportunities for enriched lifelong growth and that all students who participate in the arts will:</p> <ul style="list-style-type: none"> • be more aware of themselves, the natural and/or human-made environments, and the variety of cultures -- both past and present. • be independent thinkers enriched with sensitivity, responsibility and discriminating judgment • be self-motivated and self-disciplined in their intellectual and creative development • be confident in expressing themselves • cultivate his/her intrinsic desire to discover art as a life-long endeavor • possess creative problem solving as a basic life-skill, realizing that problems may be variable and complex and may demand flexible, fresh solutions.
<p><i>Course Sequence</i> (Grades 6-12)</p>	<p>Credit: 1/2 Prerequisite: Art Foundations I Grades: 10, 11, 12</p>

Course Framework

Course Title Grade Level Semesters (1-2-3-4) Prerequisite	Graphic Design Grades: 10, 11, 12 1-2, and 3,4 Prerequisite: Art Foundations I
Course Description	Graphic Design is an intense study of the principles of visual compositions as used in advertising, marketing, and other forms of global communication. Historical studies include the Bau Haus group and their design philosophies, the hardedge painters such as Piet Mondrian, and colorists like Josef Albers. Studio experiences include complex color studies, abstraction, pure design investigations, as well as some graphic design applications. This foundation course is highly recommended for students who plan to continue in art, especially any form of commercial/design-oriented field.
District-approved Materials and/or Resources	Existing GHS internet access, computers, LCD projectors, smart boards.

Unit Frameworks

<p>Unit of Study: major topics</p>	<p>Based upon a series of seven concepts, students enrolled in Graphic Design will understand the significance of how art can be and has been used in promotion.</p> <p>These seven concepts are conveyed through seven projects. Each of these projects illustrate the basic mindset of what the concepts are striving to portray. These projects will change/evolve/rotate from year to year to keep the program fresh.</p>	<p>Resources that will support instruction</p> <p>Research, Powerpoint, computers, internet, LCD, Smart Board, Art history, visual culture,</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<p><u>State Goals</u> -Text Unit (Typography project) –</p> <ul style="list-style-type: none"> • 25.A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story. • 25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence. • 26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination. • 27. A.2b Describe how the arts function in commercial applications (e.g., mass media and product design). • 27. A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms. <p>-Image and text Unit (Advertisement project) –</p> <ul style="list-style-type: none"> • 25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence. • 25.B.2 Understand how elements and principles combine within an art form to express ideas. • 26.A.2e Visual Arts: Describe the relationships among media, tools/technology and processes. 	

- 26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.
- 27. A.2b Describe how the arts function in commercial applications (e.g., mass media and product design).
- 14.F.5 Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).
- 4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.
- 3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.
- 2.B.4b Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.

-Computer art Unit

(Computer project) –

- 25.B.2 Understand how elements and principles combine within an art form to express ideas.
- 26.A.2e Visual Arts: Describe the relationships among media, tools/technology and processes.
- 26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.
- 26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.
- 27. A. 3a Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.
- 27.B.4b Understand how the arts change in response to changes in society.
- 13.B.4c Analyze ways that resource management and technology can be used to
- accommodate population trends.
- 13.A.4c Describe how scientific knowledge, explanations and technological designs may change with new information over time (e.g., the understanding of DNA, the design of computers).
- 13.B.4e Evaluate claims derived from purported scientific studies used in advertising and marketing strategies.
- 13.B.5a Analyze challenges created by international competition for increases in scientific knowledge and technological capabilities (e.g., patent issues, industrial espionage, technology obsolescence).
- 5.C.5b Support and defend a thesis statement using various references including media and electronic resources.

- 4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.

-Color Unit

(‘Color in the lines’ project) –

- 25.A. 1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.
- 25.B.2 Understand how elements and principles combine within an art form to express ideas.
- 27. A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.
- 4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.

-Product design Unit

(Deck of Cards project) –

- 25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.
- 26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.
- 26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.
- 27. A. 4a Evaluate how consumer trends in the arts affect the types and styles of art products.
- 27. A.2b Describe how the arts function in commercial applications (e.g., mass media and product design).
- 13.A.4d Explain how peer review helps to assure the accurate use of data and improves the scientific process.
- 13.B.5a Analyze challenges created by inter-national competition for increases
 - in scientific knowledge and technological capabilities (e.g., patent issues, industrial espionage, technology obsolescence).
- 13.A.4b Assess the validity of scientific data by analyzing the results,
 - sample set, sample size, similar previous experimentation, possible misrepresentation
 - of data presented and potential sources of error.
- 13.B.4c Analyze ways that resource management and technology can be

used to accommo-date population trends.

- 13.B.4e Evaluate claims derived from pur-ported scientific studies used in advertising and marketing strategies.
- 13.B.4a Compare and contrast scientific inquiry and technological design as pure and applied sciences.
- 4.B.5d Use verbal and non-verbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).

-Illustration Unit

(Article Illustration project) –

- 25.A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.
- 25.B.2 Understand how elements and principles combine within an art form to express ideas.
- 25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.
- 26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.
- 26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.
- 26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.
- 27. A. 3a Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.
- 27. A.2b Describe how the arts function in commercial applications (e.g., mass media and product design).
- 27.B.4b Understand how the arts change in response to changes in society.

-Advertisement Unit

(Product Promotion/Packaging Project) –

- 25.A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.
- 25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.
- 25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

	<ul style="list-style-type: none"> • 25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes. • 26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts • 27. A. 3a Identify and describe careers and jobs in and among the arts and how they contribute to the world of work. • 27. A.2b Describe how the arts function in commercial applications (e.g., mass media and product design). • 27.B.4b Understand how the arts change in response to changes in society. • 13.B.5a Analyze challenges created by inter-national competition for increases in scientific knowledge and technological capabilities (e.g., patent issues, industrial espionage, technology obsolescence). • 13.B.4c Analyze ways that resource management and technology can be used to accommodate population trends. • 13.B.4e Evaluate claims derived from purported scientific studies used in advertising and marketing strategies. • 5.C.5b Support and defend a thesis statement using various references including media and electronic resources. • 4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages. • 4.B.5d Use verbal and non-verbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p>-Text (Typography project) – Each student is assigned a letter(s). With the thought of creating a children’s alphabet book, They will choose different approach to either the same or different letter to explore different approaches and fonts.</p> <p>-Image and text (Advertisement project) – Each Student will create a print ad similar to a print ad found by that student. They will emulate the style to reproduce a consistent print ad, but promoting their product.</p> <p>-Computer art (Computer project) – Each Student will create a layout using elements gained from what ever the current GHS computer capabilities allow. <i>(Future project – presently not in the curriculum, because of lack of resources= no computers.)</i></p> <p>-Color (‘Color in the lines’ project) – Each Student will research a specific color (Primary/Secondary). Citing references, they will write a paper on the origin and uses of a color. A visual example will explain a purpose and use of that color.</p> <p>-Product design</p>

	<p>(Deck of Cards project) – Each Student will use a computer to combine their art (and text) to reproduce one of the cards from the gypsy card deck. The combined class effort will result in a complete deck for everyone.</p> <p>-Illustration (Article Illustration project) – Each Student will choose a published article, read it, and using the written imagery and mood of the text, will portray the authors words in picture.</p> <p>-Advertisement (Product Promotion/Packaging Project) – Each Student will choose a product or store, and develop a theme that uses a consistent ‘look’.</p>	
<p>Assessments</p>	<p>Performance Tasks</p> <p>Stated above in objectives with topics of study.</p>	<p>Other Evidence</p> <p>There is a final exam that requires the student to respond to what they can express using terminology and concepts learned in Graphic Design.</p>