MASCONOMET REGIONAL SCHOOL DISTRICT
COURSE SYLLABUS

<u>Course Name:</u> **Graphic Design I**   <u>Department:</u> **Art**
<u>Course Number:</u>   **7801**   <u>Grade Level(s):</u> **10-12**
<u>Length of Course:</u> **6PPC for One Semester**   <u>Credits:</u> **2.5**

<u>Course Description:</u>

Graphic Design I introduces the student, through exploration and discovery, and the use of intuition and logic, to the discipline of graphic design—an art that conveys ideas for a specific purpose by some combination of words and images. The initial focus of the course is to develop an understanding of Masconomet Art Department's "Elements of Art and Principles of Design" (See Attachment 1)—with an emphasis on typography. After some basic skills have been learned by solving class assignments, the student will create "real-life" design solutions for in-school publications and pro bono community projects such as logos, stationery, brochure covers, and posters. This work is primarily completed in the Art Department's Macintosh computer lab utilizing a combination of software applications such as Adobe Illustrator, Adobe Photoshop, and Adobe In-Design.

<u>Central Objectives:</u>
The students will:
- develop an understanding of Masconomet Art Department's "Elements of Art and Principles of Design" with a strong focus on typography. The students will demonstrate this understanding visually as well as verbally.
- understand and implement the process of design: clearly understand the communication objective, define who the audience is, research the subject, brainstorm, conceptualize and strategize, plan/sketch/refine ideas, create/evaluate/adjust design, and meet deadlines.
- become familiar with historical and contemporary designs and designers.
- develop working knowledge of some of the tools and functions of graphic design software applications.
- maximize the effectiveness of the selected medium through their level of technical ability and creative input into all assignments.
- be able to provide constructive criticism to their peers during critique sessions, as well as gain experience at presenting their concepts and final designs to the client in a professional manner.
- continually reflect to effectively solve visual problems

<u>Major Activities:</u>

Each student will create and print a series of design solutions within the parameters of each assignment and which address the specific guidelines within the Massachusetts Visual Art Curriculum Frameworks and the Masconomet Art Department's "Elements of Art and Principles of Design". Some projects will address singular objectives, while most others will tackle combinations of objectives since successful design involves a number of interlaced activities that do not fall into distinct parts. The following areas will be explored:

Understanding the Design Process:
    The students will:
- define scope of project— Ask questions: What is the subject matter? Who is the audience? What is the purpose? What needs to be communicated? What is the format? What is the media? What are the limitations?
- research subject— Learn more about topic, find references, and brainstorm for ideas.
- develop concept— Explore fresh approaches and think beyond the familiar, plan, sketch many solutions, evaluate quality of ideas.
- determine hierarchy of information— Establish the logical order in which elements (typographic and visual) will be emphasized.
- execute solution— Create and adjust design, complete in a timely manner, mount, and present solution.
    Vocabulary: scope, audience, client, presentation, format, media, specifications, brainstorm, orientation, horizontal, vertical, thumbnail, rough, layout, form and function, symbolism, emphasis, hierarchy, logic, focal point, contrast, juxtaposition, balance, critique, execution

Typography:
    The students will:
- become aware of the variety of typefaces available and the how they communicate visually.

- explore ways that type can lend expression to a design by taking into consideration the style, form, size, position, and color of the letters.
- learn to select typefaces appropriate to a project's design and communication goals.
- understand typographic terms and measurement systems.
- demonstrate an understanding of how type interacts with imagery and other design elements in a composition.
  Vocabulary: typeface, typestyle, type family, font, letterform, character, uppercase, lowercase, leading, kerning, letterspacing, point size, descender, ascender, x-height, serif, sans serif, script, decorative, alignment, flush right, flush left, centered, justified, legibility

Color:
The students will:
- explore color relationships (the color wheel) and how color can be used effectively as a means of visual communication.
- investigate color psychology and symbolism as they affect our understanding and use of color in design.
- become familiar with professional design color systems and color terminology.
- establish appropriate color schemes that support the communication message.
  Vocabulary: primary colors, warm colors, cool colors, secondary colors, tertiary colors, monochromatic, complementary, analogous, contrasting colors, hue, value, tint, shade, opaque, transparent, saturation, contrast, additive system, subtractive system, Pantone Matching System, coated and uncoated colors, 4C process, CMYK.

Imagery:
The students will:
- create design imagery that incorporates one or more of the Masconomet Art Department's "Elements of Art and Principles of Design"
- understand that graphic imagery can be created in a wide variety of media including, but not limited to, traditional methods such as pen and ink, linoleum printing, photography and collage, as well as with contemporary tools such as digital photography and computer illustration.
- understand and demonstrate how symbols and logos differ from other types of imagery and how they communicate visual information at a glance.
- understand the differences between photographs and illustrations and how each can best communicate a message.
  Vocabulary: photographic prints, digital photos, slides and transparencies, continuous tone, grayscale, halftone, duotone, full color raster image, bit mapped image, pixel, lighting, cropping, emphasis, line art, vector art, outline, silhouette, retouching, downloading, stock photography, copyrights, resolution, realism, expression/mood, graphic reduction, editing, translating, symbol, logo, logotype, identity

Composition:
The students will:
- understand the orientation and format of the design problem—the surface area that contains the design composition.
- create well organized, appropriate and visually appealing compositions by utilizing one or more of the Masconomet Art Department's "Elements of Art and Principles of Design".
- demonstrate appropriate hierarchy in their solutions—the information that is most important is clearly shown as well as the order in which the viewer should access all the remaining information within a design.
- be able to understand, create, and utilize a grid system as an underlying structure to aid in the organization and determination of where to place graphic elements, imagery, and text.
  Vocabulary: visual hierarchy, visual path, focal point, positive space, negative space, symmetrical balance, asymmetrical balance, contrast, grid system, figure/ground relationship, format, orientation, bleed, crop marks, guides, proportion, scale

Behavioral Expectations:

The students will:
- be on time to class.
- be expected to put forth their best effort.
- respect that the art room is a shared, cooperative space. You will be expected to show an ability to use, control, and clean up all computers, tools and materials properly and safely.
- assume responsibility to make up work missed due to absence.

- come to class prepared to work.
- receive a conduct grade that is reflective of their level of cooperation, behavior, attentiveness, alertness, interest and level of consistent participation in all classroom activities.

Student Evaluation:

Teachers will use the aforementioned criteria in combination with rubrics and/or performance checklists to arrive at a letter grade for each student—pluses and minuses will also be awarded. Grades in Graphic Design I are as follows:

A   The student mastered all the course objectives with an outstanding level of proficiency.
B   The student mastered all of the course objectives with a commendable level of proficiency.
C   The student mastered a sufficient number of the course objectives with a reasonable level of proficiency.
D   The student mastered the minimum number of course objectives.
F   The student failed to accomplish the minimum required course objectives.

Text and Materials:

Relevant handouts and visual presentations will be provided as appropriate.

Methodology:

- **Investigations:** Students will be exposed to a variety of methods, materials and processes that will be used to uniquely solve visual problems.
- **Lectures:** Lectures will be used to introduce new art problems, elements, techniques, media, artists, etc.
- **Discussions:** We will have individual and small group discussions, (critiques) of work in progress. You will be expected to take part in these discussions and to use proper art vocabulary terms. You will reflect upon your work and will have the opportunity to make adjustments as needed. Graphic Design I students will also participate in client meetings when working on pro bono work for community non-profit organizations.
- **Visual aides:** Charts, samples, books, photos, websites, CDs, slides etc., will be used to motivate students and to strengthen their understanding of art elements, techniques, concepts, etc.
- **Demonstrations:** Demonstrations will be used to safely introduce new methods, materials and processes as needed.

Revised: July 2006

Elements of Art and Principles of Design
Masconomet Regional School District Art Department

<u>**Elements of Art:**</u>

Line: The path of a moving point ("a dot going for a walk").

Color: Color is the light reflected from a surface.
Color has three distinct qualities:
- Hue/Color—the identity of the color
- Value—lightness to darkness of a color
- Intensity—brightness to dullness of a color

Value/Tone: The lightness or darkness of a color.

Texture: The actual or implied surface of an object.

Shape: A two-dimensional area enclosed by an outline.

Form: A three-dimensional shape containing height, width, and depth.

Space: Organizes elements in a composition while also referring to the distance or area between, around, or within a shape or form.

<u>**Principles of Design:**</u>

Unity: This refers to the sense of wholeness, harmony and order in a work of art.

Variety: The differences among and between the elements in a composition.

Balance: The weighted relationship between elements in a composition.

Emphasis: Emphasis can be applied to one or more of the elements to create dominance.

Rhythm: The repeated use of an element to achieve visual movement in a composition.

Repetition: The use of an element or elements more than once in a composition.

Proportion: The size relationship of all parts, to each other and to the whole, in a   composition.

Attachment 1