

Auburn School District Framework: Graphic Design Contract Study

Course: Graphic Design/Commercial and Advertising Art

Total Framework Hours: 180 Hours

CIP Code: 500402

Type: Preparatory

Career Cluster: Arts, Audio/Video Technology & Communications

Date Last Modified: Sunday, June 12, 2016

Resources and Standard used in Framework Development:

Standards used are from PrintEd 2010, SkillsUSA and Teacher workshop identified specific skills as outlined in the OSPI Model Framework for 500402 Graphic Design/Commercial and Advertising Art.

Unit 1 ROLE OF A GRAPHIC DESIGN

Hours: 10

Performance Assessment(s):

Career Exploration and Planning presentations

Leadership Alignment:

- 1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
2. A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
2. C.4 Interpret information and draw conclusions based on the best analysis.
8. C.2 Demonstrate initiative to advance skill levels towards a professional level.
9. A.2 Conduct themselves in a respectable, professional manner.

Standards and Competencies

Standard A: Industry Overview

15. Define counterfeiting and copyright laws.

Standard O: Digital Illustration

1. Demonstrate an understanding of the differences between raster and vector files.
2. Use the appropriate graphics program to create a design or logo using manipulated type (rotated, circled, extended, tints and fills, etc.).

Standard X: Portfolio

1. Explore and identify content of a professional portfolio
2. Select, organize, develop and refine a marketable portfolio

Standard WR 1: Career Planning

WR-1.10 Apply knowledge gained from individual assessment to a set of goals and a career plan

ASD Graphic Design Power Standards

1. Demonstrate understanding of visual arts concepts and vocabulary
4. Understand and apply the design process through visual problem solving
11. Select, organize, develop and refine a portfolio that demonstrates mastery and personal style
13. Research, analyze and apply workplace expectations, safety guidelines and skill requirements for careers in visual arts.

Aligned to Washington State Standards

Arts

- Reflects and self-evaluates work and/or performance to set goals.
- 4.1. Demonstrates and analyzes the connections among the arts disciplines.
 - 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

1b - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Health and Fitness

Language

Mathematics

Reading

Science

Social Studies

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Mentor 1st year students in Graphic Design course
Lead discussions of Graphic Design related topics
Presentations to classes, advisory board and business representatives

Leadership Alignment:

1. B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
3. B.1 Demonstrate ability to work effectively and respectfully with diverse teams.
9. A.1 Know when it is appropriate to listen and when to speak.
9. A.2 Conduct themselves in a respectable, professional manner.
11. A.3 Inspire others to reach their very best via example and selflessness.
11. A.4 Demonstrate integrity and ethical behavior in using influence and power.

Standards and Competencies

Standard WR 2: Personal Success

WR-2.3 Use interpersonal skills to facilitate effective teamwork;
WR-2.7 Identify skills that can be transferable among a variety of careers.

ASD Graphic Design Power Standards

5. Demonstrate ethical behavior and comply with fair use and copyright rules and expectations.
7. Collaborate to perform a variety of tasks

ASD Visual Arts Power Standards

5. Demonstrate ethical behavior and comply with fair use and copyright rules and expectations.
7. Collaborate to perform a variety of tasks

Aligned to Washington State Standards**Arts**

- Presents work to others in a performance, exhibition, and/or production.
- 3.2 Uses the arts to communicate for a specific purpose.

Communication - Speaking and Listening

- 1b - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - 1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Health and Fitness
Language
Mathematics
Reading
Science
Social Studies
Writing

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER SKILLS
<p>Creativity and Innovation</p> <p><input type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Creative Thinking and Problem Solving</p> <p><input type="checkbox"/> Reason Effectively</p> <p><input checked="" type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgements and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>Information Literacy</p> <p><input type="checkbox"/> Access and Evaluate Information</p> <p><input type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications, and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input type="checkbox"/> Manage Projects</p> <p><input type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p>

Performance Assessment(s):

Adobe Certification
Portfolio projects that align with industry standards

Create a portfolio to present to industry leaders and secondary educational platforms

Leadership Alignment:

- 2. A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
- 4. B.1 Use information accurately and creatively for the issue or problem at hand.
- 4. B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.
- 6. A.1 Use technology as a tool to research, organize, evaluate and communicate information.
- 8. C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
- 10. A.1 Set and meet goals, even in the face of obstacles and competing pressures.
- 10. A.2 Prioritize, plan and manage work to achieve the intended result.
- 10. B.1a Work positively and ethically.
- 10. B.1b Manage time and projects effectively.
- 10. B.1c Multi-task.
- 10. B.1d Participate actively, as well as be reliable and punctual.

Standards and Competencies**Standard D: Image Capture**

- 1. Explain basic scanning hardware.
- 4. Capture digital images using a scanner and digital camera.
- 5. Demonstrate appropriate scanner/program operations for line artwork and continuous tone in both black/white and color.
- 7. Download a digital image from a stock photography website or CD.
- 8. Scale a raster image using the proper settings in order to maintain the appropriate resolution for print or web.
- 9. Edit a raster image by using color correction; tone control; cropping; and, scaling, etc.
- 13. Describe uses and limitations of basic scanner software.
- 18. Transfer images from a camera and scanner to a host computer.
- 24. Download a digital image from a stock photography web site or compact disc (CD) and resize according to specifications provided.
- 25. Using bitmap editing software, retouch, crop, make modifications, color corrections, and levels adjustments to prepare an image to print correctly on a printing press.

Standard N: Page Layout

- 1. Select appropriate page layout software for a given job.
- 4. Design and produce a document using desired fonts; styles; margins; indents; tabs; and, colors.
- 7. Create documents using grids; templates; master pages; paragraph style sheets; and, character style sheets.
- 15. Demonstrate an understanding of file formats (.ai; .jpg; psd; gif; tif; indd; pdf, etc.), file organization, and file naming conventions.
- 28. Place or get images.
- 29. Demonstrate cropping images.

Standard O: Digital Illustration

- 5. Create a spot color illustration or logo using Pantone Matching System® (PMS) or other color matching system, and view or print separations.
- 7. Create a single color vector graphic.
- 8. Create a vector graphic using tints, fills, and color.
- 9. Create a vector graphic using manipulated type.
- 10. Trace a bitmap drawing and convert to a vector.

Standard V: Visual Techniques Drawing and Painting

1. Demonstrate skills used to define and analyze a given problem
3. Develop thematic compositions using a variety of techniques (sketchbooks)
4. Develop compositions using traditional wet/Dry materials
7. Painting – Materials, styles, Techniques
8. Illustration – Materials, styles, techniques.

Standard W: Concept Development

1. Brainstorming,
2. Concept sketching
3. Thumbnails
4. Roughs
5. Mockups

Standard X: Portfolio

1. Explore and identify content of a professional portfolio
2. Select, organize, develop and refine a marketable portfolio

ASD Graphic Design Power Standards

1. Demonstrate understanding of visual arts concepts and vocabulary
2. Create, perform and respond using reading, writing and math standards related to the visual arts
3. Understand, analyze and intentionally apply aesthetic critical thinking using the elements of art and principles of design to create original compositions.
4. Understand and apply the design process through visual problem solving
5. Demonstrate ethical behavior and comply with fair use and copyright rules and expectations.
6. Demonstrate art Processes, techniques and skills using traditional and digital media to produce works of art for expression, specific purposes and audiences.
7. Collaborate to perform a variety of tasks
8. Critically analyze, interpret, describe and judge one's own work and the work of others.
10. Communicate and respond using narratives, reflections and artist statements
11. Select, organize, develop and refine a portfolio that demonstrates mastery and personal style
12. Create, prepare, present and professionally display original work for community exhibitions.
13. Research, analyze and apply workplace expectations, safety guidelines and skill requirements for careers in visual arts.

ASD Visual Arts Power Standards

4. Understand and apply the design process through visual problem solving
5. Demonstrate ethical behavior and comply with fair use and copyright rules and expectations.
6. Demonstrate art Processes, techniques and skills using traditional and digital media to produce works of art for expression, specific purposes and audiences.
11. Select, organize, develop and refine a portfolio that demonstrates mastery and personal style
12. Create, prepare, present and professionally display original work for community exhibitions.
13. Research, analyze and apply workplace expectations, safety guidelines and skill requirements for careers in visual arts.

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

- 1.1 Understands and applies arts concepts and vocabulary.
- 1.4 Understands and applies audience conventions in a variety of arts settings and performances.
 - Identifies audience and purpose.
 - Reflects for the purpose of self-evaluation and improvement of the creative work.
 - Refines work based on feedback, self-reflection, and aesthetic criteria.
 - Presents work to others in a performance, exhibition, and/or production.

- Selects artistic resources, materials and/or repertoire to create, perform and present.
- Interprets meaning through personal understanding of the work and/or performance.

Arts 3.0 The student communicates through the arts.

3.2 Uses the arts to communicate for a specific purpose.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening

5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Health and Fitness
Language
Mathematics
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21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER SKILLS
<p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others 	<p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively 	<p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others

Performance Assessment(s):

Students explore their personal style in a variety of different assignments

*Students begin the process of creating works to incorporate in a professional portfolio. This is an on going process culminating year end.

Presentations to Advisory Board and School Board members.

Leadership Alignment:

- 4. A.1 Access information efficiently (time) and effectively (sources).
- 8. C.3 Demonstrate commitment to learning as a lifelong process.
- 9. B.2 Respond open-mindedly to different ideas and values.

Standards and Competencies

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- 8. Critically analyze, interpret, describe and judge one's own work and the work of others.

ASD Visual Arts Power Standards

- 1. Demonstrate understanding of visual arts concepts and vocabulary
- 3. Understand, analyze and intentionally apply aesthetic critical thinking using the elements of art and principles of design to create original compositions.
- 4. Understand and apply the design process through visual problem solving

Aligned to Washington State Standards**Arts**

- 1.1 Understands and applies arts concepts and vocabulary.
- 1.2 Develops arts skills and techniques.
- 3.1 Uses the arts to express feelings and present ideas.

Communication - Speaking and Listening

6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

Health and Fitness

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Mathematics

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- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others