

Grade, Course: 9-12, Advanced Graphic Design	
Strand: Visual Communication	
<i>[Potential Unit/Project: Sketchbook, Visual Journal, Infographic, Style Object, Illustration, Electronic Portfolio]</i>	
<p>National Content Area Standards: VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on existing student’s artwork VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work. VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation. VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. VA:Re7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p> <p>PA Core Standards: CC.3.5.11-12.D-Determine the meaning of symbols, key terms & other domain-specific words/phrases CC.3.5.11-12.G-Integrate and evaluate multiple sources of information CC.3.5.11-12.I-Synthesize information from a range of sources into a coherent understanding CC.3.6.11-12.A-Write arguments focused on discipline-specific content. CC.3.6.11-12.B-Write informative/explanatory texts CC.3.6.11-12.C-Produce clear and coherent writing CC.3.6.11-12.D-Develop and strengthen writing CC.3.6.11-12.H-Draw evidence from informational texts</p>	<p>PA Content Area Standards: 9.1 Production, Performance and Exhibition a. Elements and Principles to create works of art b. Produce, review, and revise in each art form c. Vocabulary in each art form d. Combination of styles in production or exhibition g. Practice in each art form j. Using traditional and contemporary technologies in the arts 9.2 Historical and Cultural Context a. Context of works in the arts b. Chronology of works in history c. Styles and genre in the arts j. Historical and cultural differences of works in the arts k. Traditions in the arts. l. Themes, forms and techniques in works in the arts 9.3 Critical Response a. Critical processes d. Vocabulary for criticism f. Compare original & contemporary meaning 9.4 Aesthetic Responses d. Artistic choices</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What does being a designer mean? ● How has visual communication changed through time? ● How do you generate new ideas? ● What role does collaboration play in design? 	<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> ● design matters to everyone ● modern design draws from rich sources ● components and context of design can amplify a message

Elizabethtown Area School District Curriculum
Related Arts - Visual - High School Art - Advanced Graphic Design

<ul style="list-style-type: none">● How does technology impact the design process?	
<p>Knowledge: Students will know...</p> <ul style="list-style-type: none">● problems and failures guide design● the process and phases of designing● qualities of visual elements that convey meaning	<p>Skills: Students will be able to...</p> <ul style="list-style-type: none">● generate & conceptualize artistic ideas & work using a variety of media to communicate visually● create graphic designs based on historical or contemporary meaning● combine the visual elements in successful design solutions● select planning methods based on the type of activity● plan effective formats for their designs

Grade, Course: 9-12, Graphic Design	
Strand: Type & Symbols	
<i>[Potential Unit/Project: My Type Font, Kinetic Typography, Symbol Set]</i>	
<p><u>National Content Area Standards:</u> VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision. VA:Re7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works. VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p> <p><u>PA Core Standards:</u> CC.3.5.11-12.C-Follow a complex multistep procedure CC.3.5.11-12.D-Determine the meaning of symbols, key terms & other domain-specific words/phrases CC.3.5.11-12.I-Synthesize information from a range of sources into a coherent understanding CC.3.6.11-12.A-Write arguments focused on discipline-specific content. CC.3.6.11-12.F-Conduct research projects to solve a problem</p>	<p><u>PA Content Area Standards:</u> 9.1 Production, Performance and Exhibition a. Elements and Principles to create works of art b. Produce, review, and revise in each art form c. Vocabulary in each art form e. Unifying theme in media processes and techniques g. Practice in each art form j. Using traditional and contemporary technologies in the arts k. Understanding effects of technologies in various arts 9.2 Historical and Cultural Context a. Context of works in the arts b. Chronology of works in history c. Styles and genre in the arts f. Connections between social studies and the arts h. Works of Pennsylvania Artists k. Traditions in the arts l. Themes, forms and techniques in works in the arts 9.3 Critical Response b. Apply criteria c. Classify to interpret and respond f. Compare original & contemporary meaning g. Analyze based on critical judgments 9.4 Aesthetic Responses d. Artistic choices</p>
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How is a new font developed? ● How do letterforms contribute to visual communication? ● How do consumers identify organizations and products? ● How can a symbol stand for a concept or idea? 	<p><u>Understandings: Students will understand that...</u></p> <ul style="list-style-type: none"> ● Individuals have always communicated visually ● Design is influenced by cultural values ● Historical periods have influenced meaning in design

Elizabethtown Area School District Curriculum
Related Arts - Visual - High School Art - Advanced Graphic Design

<p><u>Knowledge: Students will know...</u></p> <ul style="list-style-type: none">• classifications of type fonts• qualities of an effective symbol	<p><u>Skills: Students will be able to...</u></p> <ul style="list-style-type: none">• create a unique font that conforms in style• use type creatively and expressively• design a symbol that communicates an idea

Grade, Course: 9-12, Graphic Design	
Strand: Marketing/Branding	
<i>[Potential Unit/Project: Ticket-Publication, PA HS Computer Fair Graphic Design competition]</i>	
<p>National Content Area Standards: VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work. VA:Re7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>PA Core Standards: CC.3.5.11-12.C-Follow a complex multistep procedure CC.3.5.11-12.D-Determine the meaning of symbols, key terms & other domain-specific words/phrases CC.3.5.11-12.G-Integrate and evaluate multiple sources of information CC.3.5.11-12.I-Synthesize information from a range of sources into a coherent understanding CC.3.6.11-12.B-Write informative/explanatory texts CC.3.6.11-12.C-Produce clear and coherent writing CC.3.6.11-12.D-Develop and strengthen writing CC.3.6.11-12.F-Conduct research projects to solve a problem CC.3.6.11-12.H-Draw evidence from informational texts</p>	<p>PA Content Area Standards: 9.1 Production, Performance and Exhibition a. Elements and Principles to create works of art b. Produce, review, and revise in each art form c. Vocabulary in each art form d. Combination of styles in production or exhibition e. Unifying theme in media processes and techniques j. Using traditional and contemporary technologies in the arts k. Understanding effects of technologies in various arts 9.2 Historical and Cultural Context a. Context of works in the arts b. Chronology of works in history c. Styles and genre in the arts e. Historical and cultural impact on works of art f. Connections between social studies and the arts k. Traditions in the arts l. Themes, forms and techniques in works in the arts 9.4 Aesthetic Responses b. Aesthetic interpretation d. Artistic choices</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What makes an Advertisement successful? ● What factors should be considered when designing visual communication? ● What questions does a design brief answer? ● What makes consumers want a product or service? 	<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> ● advertising serves a purpose and has value ● strategy is essential to the design process ● viewers (consumers) respond to visual communication emotionally ● marketing generates customer loyalty

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Related Arts - Visual - High School Art - Advanced Graphic Design

<p>Knowledge: Students will know...</p> <ul style="list-style-type: none">● empathy influences design by considering the needs of others● steps to generate and improve a concept● advances in technology change visual communication	<p>Skills: Students will be able to...</p> <ul style="list-style-type: none">● design with a specific audience or consumer in mind● critically evaluate and judge the effectiveness of visual communication● design an advertisement

Grade, Course: 9-12, Graphic Design	
Strand: Environments	
<i>[Potential Unit/Project: Repurposed or Green Environment]</i>	
<p><u>National Content Area Standards:</u> VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. VA:Cr2.3.IIa Redesign an object, system, place, or design in response to contemporary issues. VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision. VA:Re7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p> <p><u>PA Core Standards:</u> CC.3.5.11-12.C-Follow a complex multistep procedure CC.3.5.11-12.D-Determine the meaning of symbols, key terms & other domain-specific words/phrases CC.3.5.11-12.G-Integrate and evaluate multiple sources of information CC.3.6.11-12.B-Write informative/explanatory texts CC.3.6.11-12.F-Conduct research projects to solve a problem</p>	<p><u>PA Content Area Standards:</u> 9.1 Production, Performance and Exhibition a. Elements and Principles to create works of art b. Produce, review, and revise in each art form c. Vocabulary in each art form h. Safety in each art form j. Using traditional and contemporary technologies in the arts k. Understanding effects of technologies in various arts 9.2 Historical and Cultural Context c. Styles and genre in the arts e. Historical and cultural impact on works of art j. Historical and cultural differences of works in the arts l. Themes, forms and techniques in works in the arts 9.3 Critical Response b. Apply criteria g. Analyze based on critical judgments 9.4 Aesthetic Responses c. Environmental influences</p>
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How has designing environments changed over time? ● How can design improve the human condition? 	<p><u>Understandings: Students will understand that...</u></p> <ul style="list-style-type: none"> ● how something is used determines its form ● design can improve the human condition ● designers consider sustainability, conservation and “green” trends

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Knowledge: Student will know...

- design elements and principles are used to organize space
- form should follow function
- procedures to judge effectiveness of design solutions

Skills: Students will be able to...

- design a plan to use materials efficiently
- justify choices when planning designs
- present and justify design decisions