

Grade, Course: 9-12, Graphic Design	
Strand: Visual Communication	
<i>[Potential Unit/Project: Sketchbook, Visual Journal, MeSign, Elemental Object, Texture/Zentangle Illustration, Electronic Portfolio]</i>	
<p>National Content Area Standards: VA:Cr1.1.Ia-Use multiple approaches to begin creative endeavors VA:Cr2.1.Ia-Engage in making a work of art or design without having a preconceived plan. VA:Pr4.1.Ia-Analyze, select, and curate artifacts and/or artworks for presentation and preservation. VA:Pr5.1.Ia-Analyze and evaluate the reasons and ways an exhibition is presented. VA:Re7.2.Ia-Analyze how one’s understanding of the world is affected by experiencing visual imagery.</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: PA: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 PA: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 PA:9.3 Critical Response a. Critical processes d. Vocabulary for criticism f. Compare original & contemporary meaning PA:9.4 Aesthetic Responses d. Artistic choices</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is Graphic Design? • How do you get inspired? • What are the components of a graphic design solution? • What factors determine a successful design? • How does technology impact the design process? 	<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • their world is becoming increasingly visual • graphic design is everywhere • designers and designs are flexible • visual elements are expressive • simplicity is a key to modern design • the message, media, sender, and audience must be aligned for receptivity

Knowledge: Students will know...

- design solves problems
- Habits of Mind guide problem-solving activities
- the process and phases of designing
- visuals and text work as a team to communicate
- varying visual elements changes the message

Skills: Students will be able to...

- generate & conceptualize artistic ideas & work using a variety of media to communicate visually
- combine the visual elements in successful design solutions
- refine and complete artistic work represent concepts in effective formats
- plan through brainstorming, research and creativity
- create graphic designs based on historical or contemporary meaning

Grade, Course: 9-12, Graphic Design	
Strand: Type & Symbols	
<i>[Potential Unit/Project: 27th Letter, Logo]</i>	
<p>National Content Area Standards: VA:Cr3.1.Ia-Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re7.2.Ia-Analyze how one’s understanding of the world is affected by experiencing visual imagery. VA:Cn11.1.Ia-Describe how knowledge of culture, traditions, and history may influence personal responses to art.</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.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.</p>	<p>PA Content Area Standards: PA: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 PA: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 PA:9.3 Critical Response b. Apply criteria c. Classify to interpret and respond f. Compare original & contemporary meaning g. Analyze based on critical judgments PA:9.4 Aesthetic Responses d. Artistic choices</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why are people obsessed with typography? 	<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Individuals have always communicated visually • Design is influenced by cultural values

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

<ul style="list-style-type: none">• What factors have affected typography development?• How do letterforms contribute to visual communication?• How do consumers identify organizations and products?• How can a logo stand for an organization or product?	<ul style="list-style-type: none">• Historical periods have influenced meaning in design
<p>Knowledge: Students will know...</p> <ul style="list-style-type: none">• type classifications and parts of letters• differences between calligraphy, lettering and type• four classifications of logo• qualities of an effective logo	<p>Skills: Students will be able to...</p> <ul style="list-style-type: none">• create a new character that conforms to a type font• use type creatively and expressively• design a logo that stands for an organization, service or product

Grade, Course: 9-12, Graphic Design	
Strand: Marketing	
[[Potential Unit/Project: PSA, Prom Ticket, Label-Ad]]	
<p>National Content Area Standards: VA:Cr2.2.Ia-Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. VA:Re7.2.Ia-Analyze how one’s understanding of the world is affected by experiencing visual imagery. VA:Re8.1.Ia-Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. VA:Re9.1.Ia-Establish relevant criteria in order 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: PA: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 PA: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 PA: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? 	<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

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

<ul style="list-style-type: none">• What makes consumers want a product or service?	
<p><u>Knowledge: Students will know...</u></p> <ul style="list-style-type: none">• Steps to generate and improve a concept• Advances in technology change visual communication	<p><u>Skills: Students will be able to...</u></p> <ul style="list-style-type: none">• critically evaluate and judge the effectiveness of visual communication• design an advertisement

Grade, Course: 9-12, Graphic Design	
Strand: Environments	
<i>[Potential Unit/Project: Interior Design]</i>	
<p>National Content Area Standards: VA:Cr1.2.Ia-Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. VA:Cr2.3.Ia-Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. VA:Cr3.1.Ia-Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA:Re7.1.Ia-Hypothesize ways in which art influences perception and understanding of human experiences. VA:Cn10.1.Ia-Document the process of developing ideas from early stages to fully elaborated ideas.</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.3.6.11-12.B-Write informative/explanatory texts CC.3.6.11-12.F-Conduct research projects to solve a problem</p>	<p>PA Content Area Standards: PA: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 PA: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 PA:9.3 Critical Response b. Apply criteria g. Analyze based on critical judgments PA:9.4 Aesthetic Responses c. Environmental influences</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How has designing environments changed over time? • How can designers improve sustainability and accessibility? 	<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • how something is used determines its form • live, work and play “needs” influence design

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

<ul style="list-style-type: none">• How do prototypes and models assist in the design process?	<ul style="list-style-type: none">• design can improve the human condition
<p><u>Knowledge: Student will know...</u></p> <ul style="list-style-type: none">• design elements and principles are used to organize space• form should follow function• criteria to judge the effectiveness of visual communication	<p><u>Skills: Students will be able to...</u></p> <ul style="list-style-type: none">• design a plan to use space effectively• justify choices when presenting graphic designs• create complementary 2-D presentation and 3-D model