



Scope and Sequence Curriculum Outline

Career Program: Graphic Design I

DOE Code: 5232

Career Cluster: Arts, AV, and Communications

Recommended Grade Levels: 11, 12

Prerequisites: None

High School Credits: 3 per semester (6 total per school year)

Additional Information: Counts as a Directed Elective or Elective for the General, Core 40, Academic Honors and Technical Honors diplomas

Program Description: Graphic Design I prepares students for careers in business and industry working with interactive media products and services, which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace.” They are able to create strong page layout compositions using the foundation principles of design, color theory, and typography. Communication skills are emphasized through the study of effective methods used to design commercial products that impart information and ideas and through group critiques. Students gain experience in Creative Suite 6 industry standard software, including Adobe InDesign, Illustrator, and Photoshop. Students are expected to be comfortable working on a computer.

Alignment: Indiana Department of Education Academic Standards Course Framework; Vincennes University (dual credit agreement); Adobe certification; *Against the Clock* (Adobe); *Digital Media* (South-Western Cengage Learning), and *Graphic Communications* (Goodheart-Willcox) textbook materials

Companion Documents: WCC Graphic Design I Program Syllabus; WCC High School Pathway Plan; WCC Program Description Guide

Curriculum Content Summary:

- Computer Literacy
- Media Business Practices
- Careers in Interactive Media
- Visual Arts and Graphic Design Fundamentals
- Interactive Multimedia
- Video/Audio Production
- Photography/Digital Imaging
- Programming/Animation/Gaming
- Project Management
- Website Development, Design, and Management

Content	Indiana DOE Standards	Knowledge & Skills <small>(based on instructional materials)</small>	Example Activities	Time Frame	Evaluation / Certification
<p>DOMAIN Computer Literacy</p> <p>Core Standard I Students perform common computer functions on standard platforms as they apply to digital media to create multimedia presentations</p>	<p>IM-1.1 Discuss the components of a basic digital media computer system and peripherals</p> <p>IM-1.2 Demonstrate proficiency in the use of digital imaging techniques and equipment</p> <p>IM-1.3 Create appropriate documents using word processing software</p> <p>IM-1.4 Create professional presentations using presentation graphics software</p> <p>IM-1.5 Access and integrate information using electronic sources</p>	<ul style="list-style-type: none"> • Define the parts of the computer and peripherals • Operate a scanner • Sketch using a sketch tablet • Create instructional using Word • Create and maintain an Excel spreadsheet • Utilize the Web for research purposes • Utilize Google Drive for storing files • Utilize Google Classroom for obtaining lessons, teacher created handouts and other materials distributed to the class • Knowledge of advances and new technology in the graphic design, media and design printing business 	<ul style="list-style-type: none"> • Set up and maintain computers • Operate the scanner to move sketches and other materials into a digital format • Use the Wacom sketch tablets as needed and desired • Write directions for software techniques and equipment • Maintain sublimation inventory in Excel • Create resumes using Word • Use Google Drive and Classroom daily to obtain handouts, assignments and submit work 	<p>3 weeks</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> • Adobe Certification • Portfolio • Documentation • Dual credit • Weekly participation

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<p>DOMAIN Media Business Practices</p> <p>Core Standard 2 Students interpret business law and ethics as they apply to multimedia</p>	<p>IM-2.1 Practice the Fair Use Guidelines and Copyright Laws as they apply to multimedia</p> <p>IM-2.2 Compare/contrast legal and ethical issues in interactive media communications</p> <p>IM-2.3 Apply practices that respect intellectual laws</p> <p>IM-2.4 Select information technology practices</p> <p>IM-2.5 Deliver a client presentation</p>	<ul style="list-style-type: none"> • Identify fair use guidelines and copyright laws as it applies to multimedia, media, and intellectual properties • Follow WCC and FCSC technology guidelines • Use ethical practices when creating their works • Present client presentations when designing for outside clients • Present work for clients in classroom critiques 	<ul style="list-style-type: none"> • Lesson on copyright laws, intellectual property, etc. • Terminology lessons • Research logos • Client interviews • Sketch critiques • Computer design critiques • Presentations 	<p>1 week</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> • Final projects are original work of the student • Classroom critiques • Various final client presentations • Entrepreneurship project presentation • Weekly participation

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<p>DOMAIN Careers in Interactive Media</p> <p>Core Standard 3 Students perform common computer functions on standard platforms as they apply to digital media to create multimedia presentations</p>	<p>IM-3.1 Evaluate career opportunities in different areas of Interactive Media</p> <p>IM-3.2 Explain the importance of the different roles for working as members of a Digital Media project team</p> <p>IM-3.3 Explore careers and training opportunities, trends, and requirements for different roles in interactive media</p> <p>IM-3.4 Develop personal performance quality, positive work ethic, and professional respect</p>	<ul style="list-style-type: none"> • Research career possibilities in the graphic design/media/print area • Research additional education and/or training needed for these careers • Research institutions to gain education and/or training for these careers • Exhibit positive work ethics, habits and professionalism 	<ul style="list-style-type: none"> • Career Exploration project • ASVAG Activities • Client work • Book work • SkillsUSA membership • Skill competitions • Student ambassadors • Business guest speakers • Field trips • College Representatives/Visits 	<p>4 weeks</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> • Research chart on three graphic/visual design related careers (Career, education/training required, average salary, location for employment) • Poster related to final research • Work Ethic Certification • Resume • Weekly participation • Essential Skills Evaluation • Technical Skills Evaluation

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<p>DOMAIN Visual Arts and Graphic Design Fundamentals</p> <p>Core Standard 4 Students demonstrate visual design fundamentals which are utilized throughout the design process to communicate ideas</p>	<p>IM-4.1 Demonstrate knowledge of and an appreciation for the visual arts</p> <p>IM-4.2 Analyze basic technical art skills (traditional and electronic)</p> <p>IM-4.3 Apply and adapt the design principles and elements of design</p> <p>IM-4.4 Demonstrate design skills using visual design guidelines</p>	<ul style="list-style-type: none"> • Recognize forms of visual art (apparel, large and small print, digital, etc.) • Use appropriate art/print/design vocabulary • Name, identify, adapt and apply the elements of art: Line, color, form, shape, texture and space • Name, identify, adapt and apply the principles of art: rhythm, pattern, balance, contrast, unity, emphasis • Understand art and culture or audience • Demonstrate 2d pencil sketch and computer drawing, • Demonstrate 3d perspective sketch and computer drawing 	<ul style="list-style-type: none"> • Introduction to Illustrator • Polygonal project • Benzier Curve Project • Discussions • Terminology lessons • Elements and Principles lesson • Client work • Field trips • Classroom visitors • Animation lesson 	<p>6 weeks</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> • Polygonal Poster • Adobe Certification • Animation project • Portfolios • Dual credits • Weekly participation

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<p>DOMAIN Interactive Multimedia</p> <p>Core Standard 5 Students create design solutions that demonstrate skill and understanding of different media processes to communicate ideas and information</p>	<p>IM-5.1 Develop scripts, storyboards, and flowcharts used in Interactive Media</p> <p>IM-5.2 Analyze the types and uses of interactive media applications</p> <p>IM-5.3 Develop project concept proposals</p> <p>IM-5.4 Develop navigational structures</p> <p>IM-5.5 Demonstrate knowledge of the history of film and video production</p> <p>IM-5.6 Incorporate film and video production concepts and products in interactive media production</p> <p>IM-5.7 Combine media elements to produce an interactive multimedia product</p>	<ul style="list-style-type: none"> • Define and create a storyboard • Define interactive media • Create a storyboard that layout the path of the project • Describe the evolution of film • Create and edited video using iMovie 	<ul style="list-style-type: none"> • Animation lesson • Web Design Lesson • Dream on Silly Dreamer Movie • Animation project • Digital Portfolio 	<p>4 weeks</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> • Animation project • Digital Portfolio • Dual credit • Weekly participation

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<p>DOMAIN Video/Audio Production</p> <p>Core Standard 6 Students perform basic skills and understanding of different audio and video processes to be used for multimedia purposes</p>	<p>IM-6.1 Create a plan for video production</p> <p>IM-6.2 Perform basic camera-related tasks for digital video production</p> <p>IM-6.3 Practice basic preproduction activities for a digital video production</p> <p>IM-6.4 Design backgrounds/scenery for a video production</p> <p>IM-6.5 Perform basic video production editing processes</p> <p>IM-6.6 Demonstrate knowledge of audio recording and production</p> <p>IM-6.7 Demonstrate effective composition and compression concepts in the production of a simulation or game product</p> <p>IM-6.8 Utilize the basic principles of 2-D animation</p> <p>IM-6.9 Utilize the basic principles of 3-D animation</p>	<ul style="list-style-type: none"> • Create a storyboard for video production • Using the video camera, zoom in and out, capturing the action at different lengths • Create an appropriate background using backdrops or other materials for photo shoots • Create a 2 to 4 frame 2D animation • Audio Careers/Business 	<ul style="list-style-type: none"> • Animation lesson • Web Design Lesson • Animation project • Digital Portfolio • 3D Drawing Lesson • Tour radio station and or sound studio 	<p>5 weeks</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> • Animation project • Digital Portfolio • Weekly participation

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<p>DOMAIN Photography/Digital Imaging</p> <p>Core Standard 7 Students model photographic skills for the use in interactive media projects</p>	<p>IM-7.1 Develop competency in the use of photographic equipment</p> <p>IM-7.2 Demonstrate knowledge of photographic terminology</p> <p>IM-7.3 Prepare images for use in interactive media</p> <p>IM-7.4 Apply photographic basic composition techniques</p>	<ul style="list-style-type: none"> • Identify and demonstrate use of digital cameras • Correctly use photographic terminology • Using Photoshop prepare photographs for animation, Web design and other computer related uses to the appropriate resolution • Using Photoshop, prepare photographs for print in appropriate resolution • Using Photoshop, prepare visual presentations (posters, billboards, and other displays) • Create an appropriate background using backdrops and other materials for photo shoots 	<ul style="list-style-type: none"> • 10 Rules of photography Lesson • Product photography • Introduction to Photoshop lessons • Photo restoration project 	<p>4 weeks</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> • Adobe Certifications • Photography project • Catalog • Before and after photo restoration • Dual credit • Weekly participation

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<p>DOMAIN Programming/Animation/Gaming</p> <p>Core Standard 8 Students incorporate basic programming, animation and gaming skills to be used in an interactive media projects</p>	<p>IM-8.1 Identify animation file formats and their appropriate use</p> <p>IM-8.2 Create and manipulate animations 2D animations</p> <p>IM-8.3 Compare 2D and 3D animation</p> <p>IM-8.4 Demonstrate knowledge of the basic principles of 3-D modeling</p> <p>IM-8.5 Utilize the basic principles of 3-D animation</p> <p>IM-8.6 Demonstrate knowledge of programming language concepts</p> <p>IM-8.7 Analyze technical documentation associated with software development</p> <p>IM-8.8 Demonstrate knowledge of computational and string operations</p> <p>IM-8.9 Debug programs</p>	<ul style="list-style-type: none"> • Distinguish between file formats, extensions and their purposes • Describe the difference between 2D and 3D animation, software necessary and when to use each 	<ul style="list-style-type: none"> • Submit files in different formats depending on use • Terminology 	<p>1 week</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> • File submission • Terminology Exam • Weekly participation

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<p>DOMAIN Project Management</p> <p>Core Standard 9 Students reinforce their knowledge and skills in media design and production for project planning and project development</p>	<p>IM-9.1 Evaluate product planning methodology</p> <p>IM-9.2 Apply technical writing requirements</p> <p>IM-9.3 Develop and perform usability and testing integration</p> <p>IM-9.4 Recommend and implement performance improvement</p> <p>IM-9.5 Gather data and identify client requirements and scope of work</p> <p>IM-9.6 Conduct technical research</p>	<ul style="list-style-type: none"> • Interview clients to gain information on their design needs • Identify the target audience <ul style="list-style-type: none"> ○ Create surveys as needed • Participate in critiques throughout the design process: <ul style="list-style-type: none"> ○ Planning ○ Sketches of ideas ○ Design development ○ Final design critique ○ Style guides/sheets • Effectively budget time • Management to meet all deadlines 	<ul style="list-style-type: none"> • Client Work • Critiques • Research • Veterans Day Project • Sublimation fundraiser • Client production works • SkillsUSA t-shirt and pin design 	<p>7 weeks</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> • Adobe Certification • Critiques • Client presentations • Final design submission • Veterans Day Open House or other display show • SkillsUSA competition • Weekly participation

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<p>DOMAIN Website Development, Design and Management</p> <p>Core Standard 10 Students illustrate basic web standards and coding to create web pages</p>	<p>IM-10.1 Review basic principles of how the Internet is constructed, how it functions, and how it is used</p> <p>IM-10.2 Identify and describe internet development and functions</p> <p>IM-10.3 Differentiate between IP addresses and domain name</p> <p>IM-10.4 Define important Internet communications protocols and their roles in delivering basic Internet services</p> <p>IM-10.5 Apply the process of planning, designing and maintaining web pages</p> <p>IM-10.6 Demonstrate base knowledge of content and applications management</p> <p>IM-10.7 Demonstrate knowledge of website design fundamentals</p> <p>IM-10.8 Apply essential attributes of Cascading Style Sheets (CSS)</p> <p>IM-10.9 Create content for a website</p> <p>IM-10.10 Develop web site architecture, prototypes, and user interface specifications</p>	<ul style="list-style-type: none"> • Demonstrate basic knowledge in the functionality of the Internet • Identify the parts of a web address • Develop a hierarchy of a functional web site • Prepare files for web use 	<ul style="list-style-type: none"> • Research • HTML Lesson 	<p>1 week</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> • Web Design Layout project • Weekly participation