



Scope and Sequence Curriculum Outline

Career Program: Graphic Design II

DOE Code: 5550

Career Cluster: Arts, AV, and Communications

Recommended Grade Levels: 12

Prerequisites: Graphic Design I

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 II includes experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction includes experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits. Second-year students also work on completing their portfolios for presentation to postsecondary institutions and employers. Students go on to a 2-year or 4-year college to major in art, graphic design, or a related area or gain employment in design related fields.

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 II Program Syllabus; WCC High School Pathway Plan; WCC Program Description Guide

Curriculum Content Summary:

- Visual Art
- Technical Writing
- Project Management
- Careers in Interactive Media

Content	Indiana DOE Standards	Knowledge & Skills <small>(based on instructional materials)</small>	Example Activities	Time Frame	Evaluation / Certification
<p>DOMAIN Visual Art</p> <p>Core Standard I Students choose appropriate visual arts techniques to develop commercial graphic art</p>	<p>GDL-1.1 Analyze artists' responses to historical events and societal trends and issues, relating to current trends and their influence on future developments in the art</p> <p>GDL-1.2 Compare artwork from various time periods and cultures, analyzing influences on style</p> <p>GDL-1.3 Use appropriate terminology to analyze effectiveness of works of art based on established criteria</p> <p>GDL-1.4 Apply theories of art and incongruities in theories when making informed judgments</p> <p>GDL-1.5 Consider personal significance of works of art and aesthetic experience, making comparisons with peers, critics, and aestheticians and examining writings of aestheticians</p> <p>GDL-1.6 Demonstrate skill in perception from real life to convincingly represent subject matter</p> <p>GDL-1.7 Create works that demonstrate effective use and relationships of elements and principles, media, and function</p> <p>GDL-1.8 Analyze and synthesize ideas, issues, perspectives, principals, and techniques of multiple disciplines in creating artwork that communicates in-depth knowledge and understanding of the value of integrated study</p>	<ul style="list-style-type: none"> • Interview clients to gain information on their design needs • Identify the target audience • Identify current trends in graphic design • Participate in critiques throughout the design process: <ul style="list-style-type: none"> ○ Planning ○ Sketches of ideas ○ Design development ○ Final design critique ○ Style guides • Differentiate between the eras and movements of design • Design graphic design materials effectively using the elements and principles of graphic design 	<ul style="list-style-type: none"> • Client Work • Critiques • Research • Veterans Day project • Sublimation fundraiser • Client production • SkillsUSA t-shirt and pin design 	<p>18 weeks</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> • Critiques • Adobe certification • Veterans Day Open House or other display show • SkillsUSA competition • Portfolios • Weekly participation • Dual credit

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<p>DOMAIN Technical Writing</p> <p>Core Standard 2 Students create technical documentation for use in industry</p>	<p>GDL-2.1 Evaluate technical writing requirements</p> <p>GDL-2.2 Write technical reports</p> <p>GDL-2.3 Compose technical documents</p> <p>GDL-2.4 Review technical information and constraints</p> <p>GDL-2.5 Prepare functional, content, testing and technical specifications</p> <p>GDL-2.6 Understand the nature of oral, visual, and written communication</p> <p>GDL-2.7 Plan and write documents that are appropriate for the situation, project and audience</p> <p>GDL-2.8 Use technology to communicate effectively</p>	<ul style="list-style-type: none"> • Summarize design details in style guides • Create direction cards/manuals for equipment use and new products • Present designs throughout the process to classmates and clients 	<ul style="list-style-type: none"> • Final presentation write-up • Step-by-step instructions • Critiques 	<p>9 weeks</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> • Client presentations • Style guides • Critiques • Presentations • Weekly participation • Dual credit

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<p>DOMAIN Project Management</p> <p>Core Standard 3 Students apply and adapt project management methodology to meet customer needs</p>	<p>GDL-3.1 Apply project management principles</p> <p>GDL-3.2 Evaluate project management methodologies</p> <p>GDL-3.3 Demonstrate monitoring of a project's progress</p> <p>GDL-3.4 Gather data and identify client requirements and scope of work</p> <p>GDL-3.5 Develop project concept proposal plan</p>	<ul style="list-style-type: none"> • Interview clients to gain information on their design needs • Identify the target audience • 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>9 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 • Dual credit

Additional content from Graphic Design I reinforced in Graphic Design II

Content	Indiana DOE Standards	Knowledge & Skills <small>(based on instructional materials)</small>	Example Activities	Time Frame	Evaluation / Certification
<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"> • SkillsUSA membership • Skill competitions • Student ambassadors • Business guest speakers • Field trips • College Representatives/Visits 	<p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> • Work Ethic Certification • Resume • Weekly participation • Essential Skills Evaluation • Technical Skills Evaluation