INTERMEDIATE DIGITAL DESIGN

Description:
This course enables students to use computer-aided design and work flow as they create and combine images, text and information. Quality workmanship will be emphasized while students learn advanced software techniques, integrating digital and scanned imagery. The digital portfolio from this course can be applied to the AP 2D Design Portfolio. Increased exposure and use of professional software including Adobe Photoshop, InDesign, Illustrator and other applicable programs in the Adobe Creative Suite package.
This course requires a Lab fee.

COURSE OVERVIEW

Course Goals
Students will be able to:

- Understand the elements and principles of design
- Discuss a design project according to the parameters of the assignment, using layouts that relay messages and feelings effectively.
- Translate thumbnail sketches into large format layouts
- Work collaboratively in a design team environment
- Understand how to use color to communicate/support ideas
- Evaluate and implement typography effectively in a design
- Evaluate designs for a particular audience in terms of meaning and effectiveness

Artistic Processes

- **Create**
- **Present**
- **Respond**
- **Connect**

Anchor Standards

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #5. Develop and refine artistic techniques and work for presentation.

Course Skill Objectives
Students will:

- Create and/or resize artboards using Illustrator
- Experiment and create unique color swatches to support messaging
- Explore various type tools to create unique typographic components
- Explore and utilize all tools in Illustrator, Photoshop and InDesign to create meaningful messaging
- Experiment with cross program capabilities
- Create original photographs to convey meaning and intention
- Use appropriate naming conventions
- Build a mechanical file that can be used for printing
- Become proficient in different

		types of exporting files
	Anchor Standard #6. Convey meaning through the presentation of artistic work	• Appropriately store and organize all digital files
		• Create an online portfolio of their work
	Anchor Standard #7. Perceive and analyze artistic work.	• Deepen knowledge of digital manipulation
	Anchor Standard #8. Interpret intent and meaning in artistic work.	• Use the Wacom tablet
	Anchor Standard #9. Apply criteria to evaluate artistic work.	
	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.	
	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	
Units	**Essential Questions**	**Assessments**
Unit 1 - Exploring Illustrator Tools Unit 2 - Combining Programs Unit 3 - Multi Page Layout Unit 4 - Self Expression	• What conditions, attitudes and behaviors support creativity and innovative thinking? • How does collaboration expand the creative process? • How does one determine criteria to evaluate a work of art? • How and why might criteria vary? • How is a personal preference different than an evaluation? • How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs, and experiences?	• Create a graphic interpretive design without using typography • Graphic season representation • Graphic objects • Poster Design • Product Design • Display Unit • Interior Design • Magazine Design • Book Design • Presentation Design • Comic book layout

	• How does engaging in creating art enrich people's lives? • How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs, and experiences? • What criteria, methods and processes are used to select work for preservation or presentation?	• Self-portrait • Portrait • Still life • Comic book character

Pacing Guide				
1st Marking Period			2nd Marking Period	
Month 1	Month 2	Month 3	Month 4	Month 5
Unit 1 Exploring Illustrator Tools 3 weeks	Unit 2 Combining Programs 3 weeks	Unit 3 Multi Page Layout 4 weeks	Unit 4 Expression 10 weeks	

Unit 1 – Exploring Illustrator Tools

Unit Objectives	**Skill Objectives**
Students will be able to: • Utilize the various tools in Adobe Illustrator to create a design consistent with the elements and principles of design.	Students will: • Create various thumbnail sketches to explore their creativity • Decide upon which Illustrator tools to use in order to create their desired effect • Make and use unique color swatches • Create the proper size artboard • Utilize proper naming conventions and correct layer names • Deepen their knowledge of Illustrator

Creating	Presenting	Responding	Connecting
Anchor Standard 1: Conceptualize and generate an artistic idea and work.	**Anchor Standard:**	**Anchor Standard 9:** Apply criteria to evaluate artistic work.	**Anchor Standard 10:** Synthesize and relate knowledge and personal experience to make art
Enduring Understandings Creativity and Innovative thinking are essential life skills that can be developed. **Essential Questions** What conditions, attitudes and behaviors support creativity and innovative thinking? How does collaboration expand the creative process? **Process Components** Investigate/Plan/Make Individually or collaboratively formulate new creative problems based on student's existing artwork.	**Enduring Understandings** **Essential Questions** **Process Components** Analyze, Select, Share	**Enduring Understandings** People evaluate art based on various criteria. **Essential Questions** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different than an evaluation? **Process Components** Perceive, Analyze and Interpret Establish relevant criteria in order to evaluate a work of art or collection of works.	**Enduring Understandings** Through art making, People make meaning by investigating and developing awareness and perceptions, knowledge and experiences. **Essential Questions** How does engaging in creating art enrich people's lives? **Process Components** Synthesize, Relate Utilize methods of observation, research and experimentation to explore unfamiliar subjects through art making.

Sample Performance Assessments	Sample Performance Assessments	Sample Performance Assessments	Sample Performance Assessments
• Graphic Still life • Graphic Landscape • Graphic Portraiture • Graphic Season		• Formal critique analyzing the successful creation of artwork using Illustration • Exploration on how the use of illustration differs from traditional studio tools.	• Compare and contrast creative artwork with other graphic designers

Unit 2 – Combining Programs

Unit Objectives

Students will be able to:

- Understand how to use various tools in Adobe Illustrator as well as Adobe Photoshop to create a design consistent with the elements and principles of design.
- Discuss combining techniques from both programs to create a cohesive design

Skill Objectives

Students will:

- Use thumbnails to explore their creativity
- Decide upon which Illustrator and Photoshop tools to use in order to create their desired effect
- Utilize and understand how to use typography to enhance their design
- Present and defend their design based on the elements and principles of design
- Increase their knowledge of Illustrator and Photoshop as well as deepen their knowledge of the difference between vector and raster art

Creating	Presenting	Responding	Connecting
Anchor Standard 1: Conceptualize and generate an artistic idea and work. **Anchor Standard 3:** Refine and complete artistic work	**Anchor Standard 6:** Convey meaning through the presentation of artistic work.	**Anchor Standard:**	**Anchor Standard 10:** Synthesize and relate knowledge and personal experience to make art
Enduring Understandings Creativity and Innovative thinking are essential life skills that can be developed. **Essential Questions** What conditions, attitudes and behaviors support creativity and innovative thinking? How does collaboration expand the creative process? **Process Components** Investigate/Plan/Make Individually or collaboratively formulate new creative problems based on student's existing artwork.	**Enduring Understandings** Objects, artifacts and artworks collected, preserved or presented either by artists, museums or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. **Essential Questions** How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs, and experiences? **Process Components** Analyze, Select, Share Make, explain and justify connections between artists or artwork and social cultural and political history.	**Enduring Understandings** **Essential Questions** **Process Components** Perceive, Analyze and Interpret	**Enduring Understandings** Through art making, People make meaning by investigating and developing awareness and perceptions, knowledge and experiences. **Essential Questions** How does engaging in creating art enrich people's lives? **Process Components** Synthesize, Relate Utilize methods of observation, research and experimentation to explore unfamiliar subjects through art making.

Sample Performance Assessments	Sample Performance Assessments	Sample Performance Assessments	Sample Performance Assessments
• Signage • Product design • Display unit • Interior design	• Formal Critique		• Review of professional designer works

Unit 3 – Multi-Page Layout

Unit Objectives	Skill Objectives
Unit Objectives Students will be able to: • Utilize the various tools in Adobe Illustrator, Photoshop as well as InDesign to create a multi-page layout consistent with the elements and principles of design. • Discuss combining techniques from the 3 programs to create a cohesive design • Recognize meaning and intention using all 3 programs	**Skill Objectives** Students will: • Utilize and understand how to use copy blocks to enhance their design • Explore and understand typographical hierarchy • Create meaning through design • Create and select appropriate photography to enhance their design • Edit photography using Photoshop • Combine techniques from the 3 programs to create a cohesive design

Creating	Presenting	Responding	Connecting
Anchor Standard 1: Conceptualize and generate an artistic idea and work. **Anchor Standard 3:** Refine and complete artistic work	**Anchor Standard 6:** Convey meaning through the presentation of artistic work.	**Anchor Standard:**	**Anchor Standard 10:** Synthesize and relate knowledge and personal experience to make art
Enduring Understandings Creativity and Innovative thinking are essential life skills that can be developed. **Essential Questions** What conditions, attitudes and behaviors support creativity and innovative thinking? How does collaboration expand the creative process? **Process Components** Investigate/Plan/Make Individually or collaboratively formulate new creative problems based on student's existing artwork.	**Enduring Understandings** Objects, artifacts and artworks collected, preserved or presented either by artists, museums or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. **Essential Questions** How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs, and experiences? **Process Components** Analyze, Select, Share Make, explain and justify connections between artists or artwork and social cultural and political history.	**Enduring Understandings** **Essential Questions** **Process Components** Perceive, Analyze and Interpret	**Enduring Understandings** Through art making, People make meaning by investigating and developing awareness and perceptions, knowledge and experiences. **Essential Questions** How does engaging in creating art enrich people's lives? **Process Components** Synthesize, Relate Utilize methods of observation, research and experimentation to explore unfamiliar subjects through art making.

Sample Performance Assessments	Sample Performance Assessments	Sample Performance Assessments	Sample Performance Assessments
• Magazine Design • Book Design • Presentation Design • Comic Book Design	• Formal Critique		• Analyze various contemporary magazines • Analyze various book designs

Unit 4 – Self Expression	
Unit Objectives Students will be able to: • Recognize the various tools in Adobe Illustrator, Photoshop as well as InDesign • Discuss how to create a personally meaningful piece of art that aligns with the elements and principles of design.	**Skill Objectives** Students will: • Explore personal messaging • Create meaning and intention through design • Explore various graphic processes to create artwork which conveys meaning • Direct messaging to audience • Combine techniques from the 3 programs to create a cohesive design

Creating	Presenting	Responding	Connecting
Anchor Standard 1: Conceptualize and generate an artistic idea and work. **Anchor Standard 3:** Refine and complete artistic work	**Anchor Standard:**	**Anchor Standard 8:** Interpret, intent and meaning in artistic work.	**Anchor Standard 10:** Synthesize and relate knowledge and personal experience to make art
Enduring Understandings Creativity and Innovative thinking are essential life skills that can be developed. **Essential Questions** What conditions, attitudes and behaviors support creativity and innovative thinking? How does collaboration expand the creative process? **Process Components** Investigate/Plan/Make Individually or collaboratively formulate new creative problems based on student's existing artwork.	**Enduring Understandings** **Essential Questions** **Process Components** Analyze, Select, Share	**Enduring Understandings** People gain insights into meanings of artworks by engaging in the process of art criticism. **Essential Questions** What criteria, methods and processes are used to select work for preservation or presentation? **Process Components** Perceive, Analyze and Interpret Identify types of contextual information useful in the process of constructing interpretation of an artwork or collection of works	**Enduring Understandings** Through art making, People make meaning by investigating and developing awareness and perceptions, knowledge and experiences. **Essential Questions** How do people contribute to awareness and understanding of their live and the lives of their communities through art-making? **Process Components** Synthesize, Relate Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.

Sample Performance Assessments	Sample Performance Assessments	Sample Performance Assessments	Sample Performance Assessments
• Self-portrait • Portrait • Still life • Comic book character		• Formal Critique	• Brainstorming sessions • Artist's statement • Artist display