

GRAPHIC DESIGN 1

SYLLABUS

ACADEMY OF ARTS, CAREERS & TECHNOLOGY

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Location: AACT Room 109

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GRAPHIC DESIGN 1:

Students will have opportunities to learn **design industry standard skills** such as:

- Understanding how to use the elements and principles of design in creating effective illustration, graphic design both for print, 3D, and packaging design.
- Using all the steps of the design process from concept to completion. How to generate ideas and most importantly, students will have the opportunity to learn the key components of creative problem solving, which can be used in a wide variety of careers.
- Understanding and gaining a introductory knowledge of some art and design history, and how that impacts current art & design trends so students can use these resource ideas for problem solving in their own work.
- Understanding and using file formats for output devices such as web, color printing, email, 3D printing, laser cutting, and vinyl cutting, although at this point we do not yet have access to 3D, vinyl or laser output. But I am writing grants for these.

All assignments build on each other and reinforce what was previously learned.

SOFTWARE:

The software we work with will be the current industry version of Corel Painter, Adobe Photoshop, and Adobe Illustrator. Students will gain an understanding of the similarities and differences of these programs. Students will be able to access lectures, tutorials, and required reading online and in Microsoft Teams. Students will also access my website for lessons, videos, important links and examples at:

<https://sites.google.com/site/rrobinsontuhsarts/>

GRADING:

- Work will be graded on a rubric for every assignment.
- Students will get 10 points for reading and quiz combined and 10 points for each version of the assignment. Several assignments will have several versions that students will create and they will be graded on each version

of the assignment separately. Students will grow with each practice and come to understand how to push an idea even further and thus their grades will go up.

- Students will be responsible for completing all work. Work that is lost has to be redone to be graded. Therefore, students will be responsible for saving work correctly every day to **all 3** of the following:
 - a. Student's school online Microsoft OneDrive
 - b. Personal flash drive and
 - c. Student or school computer
- Students will post finished work to their websites when completed for grading. Posting final work to a student website allows for
 - a. Both the parent and the student to be involved in viewing completed work for discussion
 - b. The student to have a working portfolio of work for when they graduate to go on to work and internships outside the school district
 - c. A web portfolio to use for student senior presentations.
- Mrs Robinson will allow students to improve a posted grade by reworking projects, however, all work must be finished by the end of the semester *prior* to finals and final grading.
- Students must send me a link update with every assignment so I know the assignment is ready for grading.

DISTANCE LEARNING:

This is still developing because AACT is different from other schools in that teachers at AACT are doing in class and distance teaching at the same time. Here are the expectations:

1. All students will log on to Teams every day that they have class and fill out the Check In Form. It is important that students fill out the whole form so I know what to cover if you need help.
2. Students doing distance learning will also log into zoom every day and participate/work with the class and ask questions as the teacher teaches.
3. Mrs. Robinson will also be uploading tutorials and instructions **for all classes both to teams** and to her website so every student whether online or in person can access these and watch them before they come to class so we can use class time for getting help, review and working. This will come in handy if we go back to quarantine; the same procedures will be in place.

READING:

Students will need to do assigned reading from the textbook that we have to move through so students get the complete knowledge they need for the Career Technical Education final state testing and also for SKILLSUSA competition.

ASSIGNMENTS:

* This is a living document. Assignments may change based on student progress, student level of understanding, student needs, and possible fluctuation of time available.

1. **COLOR WHEEL/MANDALAS** – This will give us an introduction to Corel Painter, the psychology of and use of color as well as symmetrical pattern creation. We will also look at RGB versus the old traditional color wheel and paint versus ink and painting with light.
 - **Skills:** We look at using the symmetry tool and understanding the complexity of color covering hue, complementary, analogous, tint, tone, shade, gradients and color sets in Corel Painter; the line designs will also be used for creating pages for a coloring book that the school will self-publish. Students will also have the opportunity to make cuts on paper outputting to a cutting machine, this will give an introduction to Adobe Illustrator and working with paths.
 - **Reading-** Chapters 1 & 2 in Textbook. (Pages 1 - 51) **Extra credit:** assignment on pages 48 & 50

2. **WEBSITE CREATION BANNER DESIGN** – This is an introduction to rudimentary pattern design, creating a web banner, working with Google Sites and Adobe Photoshop. Students can also create their site using weebly or other district approved digital resources.
 - **Skills:** Simple web page and banner creation for understanding how to put together an on-line portfolio so students can have a working portfolio of their work that they can take with them when they graduate to look for jobs and internships. Students will also have the opportunity to understand file types, where to save, how to back up work, the importance of non-destructive edits, creating web banners, and working with type, i.e., paths, character, leading, and kerning, as well as internet/web safety and protocols. Students will be posting work to both their websites when completed and to their one drive for grading.
 - **Reading-** Textbook Pages 52 - 79

3. **SPACE ILLUSTRATION** - Students will have the opportunity to create 5 Images that will introduce students to working with Corel Painter, Photoshop, the rule of thirds, how to create a dynamic composition and create a sense of depth and have an introduction to 3D.

- **Skills:** This is an opportunity to learn the key skills to creative problem solving, learning the tools and brushes in Corel Painter and the tools and brushes in Photoshop, understanding layers and naming layers, using filters and masking, creating and using 3D Vectors, using FX, understanding RGB, CMYK, painting to create volume and depth, using type on a path, the Image adjustments menu in Photoshop and using antialiasing to make layers blend and look natural as well as understanding the difference between vectors and pixel based images.
 - **Reading** - Textbook Pages 82 - 99
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4. **ABSTRACTION OF FORM-** Students will have the opportunity to create 4 Images in a series that will introduce us to simplification and abstraction. This will be an introduction to basic Adobe Illustrator tools.
- **Skills:** Understanding basic tools in Illustrator, learning to simplify form, understanding design history
 - **Reading** - Review Textbook Page 45 & page 91
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5. **POP ART** – Working with Adobe Illustrator, and Adobe Photoshop
- **Skills:** Students will have the opportunity to create 2 different illustration styles with line, shape and pattern and moving files between Photoshop, and Illustrator. This is our introduction to Adobe Illustrator and some of its basic tools. In Illustrator, we will be creating lines on a path, using stroke, appearance, expand, live trace, pen tool, direct selection tool, rasterize and layers. In Photoshop, we will use paths, threshold, masking, the custom shapes tool, transformation, gradient and pattern fills.
 - **Reading** - Textbook Pages 102 - 141
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6. **DOODLE FOR GOOGLE** -
- **Skills:** Students will have the opportunity to learn the stages of logo design from concept to finished project
 - **Reading** - (Textbook Pages 192- 226) & Google Design Instructions
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7. **SKILLSUSA T-SHIRT DESIGN**
- **Reading** - SkillsUSA Design Instructions
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8. **INSPIRATIONAL QUOTATION POSTER- Introduction to Typography** -
- **Skills:** Students will have the opportunity to understand fonts, type styles, how to download fonts, how to work with type, and the most effective ways designers are currently using type.

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9. **SURREALISM** - We look at understanding Surrealism; we see what surrealism evolved from and what it is today, how it relates in society today as well as how to create dramatic perspective and matte painting.
- **Skills:** We have the opportunity to learn how to make custom brushes in Photoshop, using distortion and warp to create dramatic depth, using custom brushes in Painter, using smudge, liquify, and airbrush to create form, combining photos with CG elements, using lighting in Photoshop and how to use layers to create tint and change the overall mood of an image.

 **Be patient and kind with yourself and have fun.** What may seem very difficult, frustrating, and challenging at first will eventually seem very easy because of practice. That is why we often do a couple versions of an assignment. So, don't give up! The more we practice the better we get. Mrs Robinson cares deeply about your growth and well being as a student, designer, artist, and happy soul. **We aim for growth, not perfection.**

- All assignments build on the knowledge of the previous assignment and reinforce previously learned skills so students can practice again and again.
- Students are responsible for protecting school computer equipment, use of class time, and assignments.

REQUIRED MATERIALS:

1. Students are required to have some sort of portable data storage device. You must have either a portable hard drive or flash drive (preferably 2 GB or greater).
 2. It is also a good idea to have headphones to use when viewing online tutorials in class.
- Please note: these are very difficult times for many families, so if your family is struggling financially and you cannot afford a flash drive, please send me an email to rachel.robinson@washoeschools.net or come see the teacher so she can help.