

GRAPHIC DESIGN 2 & 3

SYLLABUS

ACADEMY OF ARTS, CAREERS & TECHNOLOGY

INSTRUCTOR: RACHEL ROBINSON

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Location: AACT Room 109

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GRAPHIC DESIGN 2 & 3 - 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.
- Understanding how to use on-line tutorials to keep your design knowledge and abilities and your tech abilities, current with trends of the day.
- Both Level 2 & 3 will be building a portfolio of work for jobs and internships

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 Be graded on the following:
 - 10 points for reading and quiz combined
 - 10 points for each version of the assignment when we do multiples

- Points TBA on daily online check in/self reflection on learning feedback form. 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:
 - Student's school online Microsoft OneDrive
 - Personal flash drive and
 - 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
 - Both the parent and the student to be involved in viewing completed work for discussion
 - The student to have a working portfolio of work for when they graduate to go on to work and internships outside the school district
 - 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.
- It is also CRITICAL that students check in with me on the progress though an assignment so they can get feedback along the way and at the end *before* they hand in an assignment.
- Students must send me a link update with every assignment so I know the assignment is ready for grading.

READING:

All 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. I will be uploading these pages to Teams so we do not have to share textbooks due to COVID. For advanced students in level 3 this will *mostly* be a review/refresher since you will be CTE state testing this year. But there will also be new material from the advanced book.

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.

ASSIGNMENTS GRAPHIC DESIGN 2:

* This is a living document. Assignments may change and more are going to be added based on student progress, student level of understanding, student needs, and possible fluctuation of time available. The teacher will be talking to students the first day to get an idea of what students remember from last term. That is why she is only putting up a few assignments to start with for each level.

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1. **POP ART** – Working with Adobe Illustrator, and Adobe Photoshop
This is for students who did not get to finish the Pop Art in year one due to COVID. This will be a quick refresher on Illustrator. If the student finished their Pop Art in year one then we will be doing a quick line drawing using different widths and texture to create a portrait illustration.
 - **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-** Chapters 1 & 2 in Textbook. (Pages 1 - 51)

**If students completed this in Graphic Design 1, then move on to #2*

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2. **SELF PORTRAIT IN GEOMETRIC STYLE** – This will give us a refresher in Adobe Illustrator if you haven't used it for a while
 - **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-** (51- 83)
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3. **INSPIRATIONAL POSTER** - Students will have the opportunity to work with type and do page layout
- **Skills:** This is an opportunity to learn the key skills in working with type and combining different type faces together, and downloading fonts
 - **Reading** - Textbook Pages 82 - 99
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4. **ABSTRACTION & SIMPLIFICATION 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. **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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6. **SKILLSUSA DESIGN**
- **Reading** - SkillsUSA Design Instructions
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LIKELY ASSIGNMENTS GRAPHIC DESIGN 3:

* This is a living document. Assignments may change based on student needs and more will be added once a discussion with the class takes place.

SELF PORTRAIT IN GEOMETRIC STYLE – This will give us a

- **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
 - **Link:** [How to Create a Self-Portrait in a Geometric Style](#)
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1. **STAMP DESIGN** - 4

- **Skills:** Students will have the opportunity to practice the stages of logo design from concept to finished project
 - **Reading** - Textbook Page 96; especially focus on Fig. 4-33
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2. DOODLE FOR GOOGLE -

- **Skills:** Students will have the opportunity to learn the stages of logo design from concept to finished project
 - **Reading** - Textbook Pages
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3. SKILLSUSA DESIGN

- **Skills:** Students will have the opportunity to learn the stages of logo design from concept to finished project
 - **Reading** - SkillsUSA Design Instructions
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😎 What may seem very difficult, frustrating, and challenging at first will eventually seem easy because of practice. That is why I will often have students do several versions of an assignment. The more we practice the better we get. **Be patient and kind with yourself.** Mrs Robinson cares about your growth as a 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:

- Students are required to have some sort of portable data storage device.
- It is also be a great idea to have headphones if you need to work on a tutorial in class, so you don't disturb the students around you.

You must have either a portable hard drive or flash drive (preferably 2 GB or greater). 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 me.