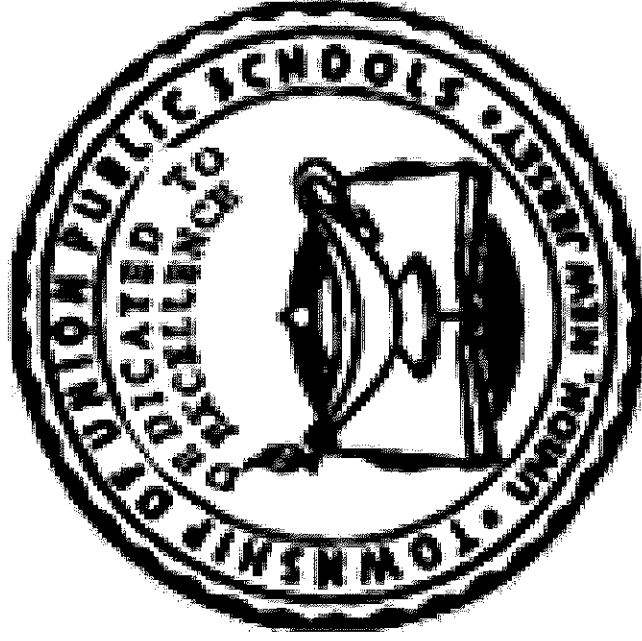


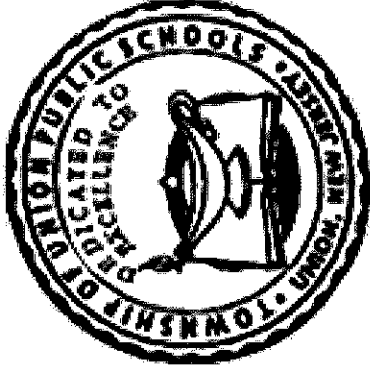
TOWNSHIP OF UNION PUBLIC SCHOOLS



GRAPHIC DESIGN & COMMERCIAL ARTS 4

Curriculum Guide

Curriculum Guide Approved June 2015



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David Arminio, President

Vito Nufrio, Vice President

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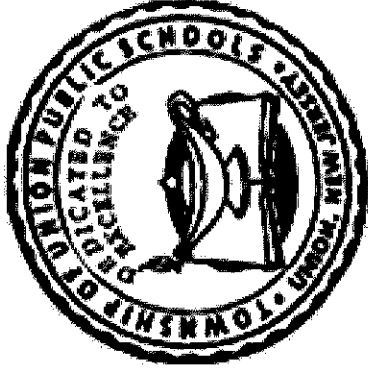
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TOWNSHIP OF UNION PUBLIC SCHOOLS

Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

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Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

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GRAPHIC DESIGN & COMMERCIAL ARTS 4

Curriculum Committee Members

Stephen March

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

The purpose of this course is to help the student further identify the broad scope of the Graphic Design & Commercial Arts Industry. This course will also help the student to become further acquainted with the skills, knowledge and work ethics associated with the various graphic arts professions. Students will learn to combine creative and practical skills into projects that will build upon the knowledge and experiences learned in previous Graphic design & Commercial Arts classes. Students will further investigate areas of advanced layout & design, advanced methods of silk screening, digital photography, color management, computer technology, air brushing and career opportunities. This course is designed to help the student acquire a technological and creative understanding of the complexities of the graphic arts industries and to help the students to prepare themselves for challenging careers in the graphic design and advertising industry. Students must complete Graphic Design & Commercial Arts 1,2 and 3 before enrolling into this class. This course meets the criteria to help fulfill the UHS art requirement for graduation.

Recommended Textbooks

Graphic Communication The Printed Edition Purst, Z.A.
Goodheart-Wilcox, Publishing
Revised 1994, 199 2004

Course Proficiencies

Students will be able to...

Have an advanced knowledge of Graphic Design & Commercial Arts

Have the ability to create industry standard layouts & designs

Have the ability to create standard full scale prototypes

Silk Screen multi colors using advanced methods and designs

Work under strict time lines in cooperative settings

Have a complete understanding of the various functions, duties and responsibilities for an advertising/marketing job position

Have sufficient knowledge to obtain an entry level position into a Graphic Design & Commercial arts related industry.

Curriculum Units

Unit 1: Introduction to Graphic Design & Commercial Arts 4 Course Expectations Review Graphic Prior Materials	Unit 2: Advanced Layout & Design Color Techniques Fonts & Advanced Lettering
Unit 3: Advanced Designing Typography Advanced Design Techniques	Unit 4: Page Layout Page Illustration Copy Styles Dimensional Layout
Unit 5: Advanced Color Screening Multi Color thermal Screening Advanced Transfer Imaging	Unit 6: Career Opportunities Advanced Signage Photography

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Introduction to Graphic Design & Commercial Arts Review	2 weeks
<u>Unit 2:</u> Layout & Design, Color Techniques, Fonts & Lettering	6 weeks
<u>Unit 3:</u> Advanced Designing, Typography, Design Techniques	8 weeks
<u>Unit 4:</u> Page layout, Page Illustration, Advanced Copy Styles	8 weeks
<u>Unit 5:</u> Advanced Color Screening, Multi Color Thermal Screening	8 weeks
<u>Unit 6:</u> Advanced Prototyping/Signage, Photography, Career Opportunities	8 weeks
<u>Unit 1:</u>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>In a world of constant technological changes how do you choose the skills needed to compete in the graphic design field?</p>	<p>Students will be given the opportunity to examine what is essential to their own personal growth and needs as a graphic designer</p>	<p>List new recent technologies in the graphic area and relate how they can apply to your own goals</p>	<p>Worksheet Oral Discussion Group Discussions Teacher Evaluation</p>
<p>What role does the graphic designer play in selecting a logo for an advertisement?</p>	<p>The students will become aware of the many roles that a graphic designer has within the industry</p>	<p>Have the students break into small groups and list the responsibilities of each team member in creating an advertising campaign</p>	<p>Cooperative groups Worksheets Oral Discussions Teacher Evaluation Written Assignments</p>
<p>Why is it important to always review prior work and theories?</p>	<p>Students will learn the importance of self check and also re-examining their work so they can better assess their skills</p>	<p>Have students look over previous projects and list ways that they can be improved upon.</p>	<p>Teacher Evaluation Worksheets Written Assignment Group Discussions</p>
Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments

	Skills and Benchmarks (CPIs)		
<p>How does the graphic design or logo style impact the sales of a product?</p>	<p>Students will better understand the value of advertising and brand recognition and the impact it has on the economy</p>	<p>Students will create logos for fictional products and classmates will assess the results for successful designs</p>	<p>Written Assignments Class Presentation Worksheet Teacher Evaluation</p>
<p>Why is it important to understand the terms and changing vocabulary in the graphic design & commercial arts field?</p>	<p>Students will become aware of the need to keep up with technological advancements in the graphic arts industries</p>	<p>List vocabulary terms and explain the meanings. Write a short essay explaining the purpose of further education in graphics and careers in general</p>	<p>Written essay Worksheets Oral Discussions Teacher Evaluation</p>
<p>How can you transfer your present knowledge to new technological experiences?</p>	<p>Students will become aware of the value to blend prior knowledge to new technologies and to implement improvements</p>	<p>Students will use computers to contrast technologies and discuss ways to blend technologies</p>	<p>Written assignments Work Station Activities Teacher Evaluation Cooperative Groups.</p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why is it important for the graphic designer to work closely with the person responsible for print production</p>	<p>Students will gather information that will help them realize how each department in an advertising agency interacts with each other</p>	<p>Students will work in cooperative groups and create a fictional product from start to finish using designer to printer requirements to set the perimeters of the work flow</p>	<p>Cooperative groups Teacher Evaluation Station Activities Students Displays</p>
<p>Describe the development of a design</p>	<p>Students will become aware of the entire design process</p>	<p>Students will view videos and samples and discuss design developments</p>	<p>Oral Discussions Written Assignments Teacher Evaluation</p>
<p>What does the term "Unity" mean when speaking about layouts?</p>	<p>Help the students to understand proper balance in a layout</p>	<p>List elements of design & create an illustration that displays unity</p>	<p>Work stations Written Assignments Teacher Evaluation Oral Discussions</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does the selection of body type play an important role in design?</p>	<p>Students will become familiar with different styles of type and the message they send via style & weight</p>	<p>Students will lay out several fonts and type styles & assemble them onto a mock up and discuss which has the greatest and which has the least impact</p>	<p>Work Station Activities Teacher Evaluation Class Discussions Written Assignments</p>
<p>What are some common work surfaces used in layout & design and why are they accepted as standard in the industry?</p>	<p>The students will have a better understanding of the standards set by the industry for the workplace</p>	<p>Students will discuss and list suitable layout materials and surfaces designed to help the graphic artist.</p>	<p>Work Station Activities Teacher Evaluations Class Discussions Written Assignments</p>
<p>Why is it important to know paper classifications?</p>	<p>Students will learn how paper reacts differently when used in different types of printing</p>	<p>Students will list paper weights, textures, classifications and explain how each reacts under specific conditions</p>	<p>Written Assignments Work Stations Group Discussions Teacher Evaluations</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What process do you use to formulate ideas for a design?</p>	<p>The students will become familiar with sources for networking, media research and other sources to gather information.</p>	<p>Students will be given one word and be told to gather as much information about the word and produce a poster highlighting that one word.</p>	<p>Work Station Activities Written Assignments Teacher Evaluation Student Display</p>
<p>Why are guidelines and work marks important elements of any mechanical?</p>	<p>Create an understanding of the importance of registration and alignments on the mechanical</p>	<p>Students will align several pages of copy using industry standards and registration marks</p>	<p>Written Assignments Teacher Evaluation Oral Discussions</p>
<p>What are typefaces?</p>	<p>Be able to explain what a typeface is and how it is used to help compose a page</p>	<p>Select several typefaces and explain how it can impact a design</p>	<p>Written Assignment Teacher Evaluation Work Stations Oral Discussions</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why is it important for other designers to critique your work?</p>	<p>Help the students become familiar with working in team settings and be able to accept constructive criticizing in a positive way</p>	<p>Group workshops on how to be able to accept other opinions and use them in a positive way & to communicate opinions without being defensive.</p>	<p>Group Discussions Worksheets Teacher Evaluation</p>
<p>Why is readability in a typeface important to a layout.</p>	<p>Explain ways in which a typeface or font can be overpowering for a design.</p>	<p>Students will show examples of typefaces they feel overpower an advertisement. Students will add typefaces they think will justify the advertisement.</p>	<p>Work Station Activities Group Discussions Written assignments Teacher Evaluations</p>
<p>What is the difference between script and cursive typefaces and how does each style impact a design?</p>	<p>Students will learn where and when decorative and plain typefaces are best suited for a particular type of design idea</p>	<p>Students will be shown several type styles and decide which is script and which is cursive and how each can change the feel of an ad by perception and style</p>	<p>Written Assignment Oral Discussions Work Station Activities Teacher Evaluation</p>

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why should you collect all the elements of your copy before paste up?</p>	<p>Students will begin to understand all of the elements of time management in paste up assembly</p>	<p>Students will assemble all elements they think will be part of a design and lay them out according to position on the mechanical</p>	<p>Work Station Activity Teacher Observation Worksheets Written Activity</p>
<p>How does an illustration help to promote the message on a mechanical?</p>	<p>Students will become aware of the importance of graphics and how they help to achieve the goals of a designer</p>	<p>The students will select several layouts and give a presentation on the power of illustrations in graphics</p>	<p>Work station Activity Student Presentation Teacher Observation Written Assignment</p>
<p>What are the most important steps in producing a mechanical?</p>	<p>Students will become aware of the correct procedures to produce quality mechanicals</p>	<p>Have the students review and list the important terms and vocabulary and discuss the importance of them in graphic terms</p>	<p>Written Assignment Oral Discussions Worksheets Teacher Evaluations</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Can a finished three dimensional prototype differ on paper than the actual model?</p> <p>What is a page composition?</p> <p>Why must specifications be followed precisely in a page layout?</p>	<p>Students will understand how depth perception can distort between paper and actual modeling.</p> <p>Help the students to understand the components of the printed page</p> <p>Students will begin to understand the relationship between size, style and content differences when there are no specifications to follow.</p>	<p>Students will build three dimensional model using the perimeters only of a blue print without deviating from the blue print.</p> <p>Have the students lay out a copy page and list and describe all of the elements that make up the entire page composition</p> <p>The students will assemble type and illustrations and try to put together a layout for a poster that has page size limitations but no other job specifications</p>	<p>Work Station Activity Worksheets Teacher Observation Student Project</p> <p>Work Station Activity Written Assignment Student Project Teacher Observation</p> <p>Written Evaluation Work Station Activity Teacher Observation Student project</p>

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>When multi thermal screening how do you develop a sense for what screen should be used for a particular application?</p>	<p>Have the students become aware of the different textures screens create depending on the thread count of the silk</p>	<p>Select different thread counts of screens and test them on various surfaces and compare results</p>	<p>Work Station Activities Student Demonstrations Worksheets Written Assignments</p>
<p>What skills do you need to become successful as a silk screen designer?</p>	<p>The students will understand the requirements and knowledge associated with screening and how these skills improve your chances of employment in the field.</p>	<p>Research the responsibilities of a silk screen designer and list the responsibilities of that occupation</p>	<p>Written Assignment Worksheet Oral Discussion Teacher Observation</p>
<p>What is a heat transferred image?</p>	<p>Explain to the students the benefit and applications of heat transfer decals.</p>	<p>Students will create a heat transfer decal and apply it to a piece of clothing</p>	<p>Work station Activities Written Assignment Teacher Observation Student Project</p>
Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments

	Skills and Benchmarks (CPIs)		
<p>When air brushing how do you select the right pen for your job</p>	<p>Familiarize the students with the variety of air brush pens available and the results from each pen nozzle</p>	<p>Students will design a small project using the air brush pens and chart the results of different types of nozzles in the operations</p>	<p>Work Station Activities Written Assignments Teacher Observation Student Projects</p>
<p>What are some graphic design fields that could benefit from air brushing?</p>	<p>Students will become aware of the many areas of design that can benefit from the art of air brushing from illustrations to large scale murals</p>	<p>Students will view videos and see examples of air brushing techniques and where they are applied in the general public</p>	<p>Teacher Observation Written Assignments Oral Discussions</p>
<p>How has air brushing changed the way we see designs in today's society?</p>	<p>The students will become aware of the many facets of air brushing and its different applications in modern society</p>	<p>Students will select air brushed advertisements and discuss how it changes the appearance of the poster.</p>	<p>Worksheets Oral discussions Teacher Observation Cooperative groups</p>

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Identify the variety of jobs available within the graphic design & commercial arts Industries</p>	<p>To help the students to be able to make accurate decisions concerning career choices in the graphic art fields</p>	<p>The students will list career choices in the graphics area and select one occupation they are interested in and write an essay explaining why</p>	<p>Written essay Oral Discussions Worksheets Teacher Evaluation</p>
<p>What are some entry level jobs in the graphic arts careers?</p>	<p>Discuss with the students entry level positions in the career areas and have elaborate on the pros and cons of each career choice</p>	<p>Brainstorm with other students opportunities and careers and list choices on paper. Select a single occupation and give a brief description about it to the class</p>	<p>Written Assignment Oral Presentation Worksheet Teacher Observation</p>
<p>How do you remain a successful and valuable member of a design team?</p>	<p>Explain the importance of continuing education and networking to learn new skills to remain valuable to your team</p>	<p>Have students discuss and list ways in which they can excel and move up the corporate ladder.</p>	<p>Worksheets Written Assignments Teacher Observation Oral Discussions</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do three dimensional models help to sell a concept to a client?</p>	<p>Students will understand how a model image can enhance perception during a sales presentation</p>	<p>Students will brainstorm with classmates and list reasons as to why prototyping is useful as a sales tool in the initial stages of planning.</p>	<p>Worksheets Cooperative Groups Oral Discussions Teacher Observation</p>
<p>Describe the advantages and disadvantages of owning your own business</p>	<p>Help the students understand the various responsibilities that come with ownership. Discuss the pros and cons of the situation.</p>	<p>Have the students brainstorm and create lists that explore the pros and cons of owning your own business</p>	<p>Written Assignment Cooperative group Oral Discussions Teacher Observation</p>
<p>What is a graphic design career that you feel would interest you at this time in your life?</p>	<p>The students will reflect on their own graphic abilities and determine how they can apply the skills into a paying job</p>	<p>Students will write an essay on a career choice and give an oral presentation to the class explaining their career choice</p>	<p>Written Assignment Oral Presentation Teacher Observation Worksheets</p>

New Jersey Core Curriculum Content Standards
Academic Area

STANDARD 9.1 Describes the skills that prepare the students to fully engage in civic and work life. The standard includes six strands which reflect the Framework for 21st Century Living.

Critical Thinking and Problem Solving
Creativity and Innovation
Collaboration, Teamwork and Leadership
Cross-Cultural Understanding and Interpersonal Communications
Communication and Media Fluency
Accountability , Productivity and Ethics

Standard 9.3 Describes skills that prepare students for career pursuits and lifelong learning. These three strands in 9.3 reflect the requirements outlined in NJ Administrative Code (N.J.A.C. 6A, 8-32)

Career Awareness (Grades K-4)
Career Exploration (Grades 5-8)
Career Preparation (Grades 9-12)

Standard 9.4 Career and Technical Education Describes knowledge and skills that prepare the students for post secondary education, training and employment in a chosen career path. Unlike 9.1 and 9.3 which applies to all students from grades K-12 standard 9.4 only applies to high school students enrolled in career and technical programs.

9.4.12 C1	9.4.12 C5	9.4.12 C9	9.4.12 C13
9.4.12 C2	9.4.12 C6	9.4.12 C10	9.4.12 C14
9.4.12 C3	9.4.12 C7	9.4.12 C11	9.4.12 C15
9.4.12 C4	9.4.12 C8	9.4.12 C12	9.4.12 C16

New Jersey Scoring Rubric

Performance Indicator **Poor-Grades 64-69** **Basic- Grades 70-70** **Proficient-Grades 80-89** **Advanced-Grades 90-100**

<u>Basic Skills</u>	Does not follow Directions	Shows some skills	Shows Good Intent	Complete Understanding
	Not Meeting Expectations	Barely Average Grasp Of Content Limited Motivation	Follows Directions & Requirements Follows Requirements	Exceptional Skills Meets All Expectations
<u>Creativity Level</u>	Little Evidence or No Creativity	Shows Some Originality And Content	Includes Some Unique Ideas	Very Motivated Shows Creativity
<u>Effort and Perseverance</u>	Does Not Use Basic Principles Of Design Work incomplete No Effort Poor Time Planning	Uses Limited Knowledge Learned In Class Little Effort In Work Work Completed Work is Rushed/Sloppy	Applies What Was Learned In Class Work Completed With Good Effort Meets all Requirements	Meets All Expectations Highly motivated Includes Unique Ideas High Motivation Exceeds Requirement
<u>Social Skills & Cooperative Learning Groups</u>	Disruptive in group Argumentative Disinterested	Seldom Contributes Mostly Uncooperative Minimum Team Effort	Good Interest Contributes to team Cooperative	Always Contributes Organized Highly Motivated
<u>Content/Organization & Planning</u>	Disorganized Lack of Planning Uncertain Focus	Little Effort Adequate Organization Minimal Planning Skills	Good Strategies Well Organized Creative In Content	Exceptional Focus Highly Organized Exceeds Criteria

