Course Description

A. COVER PAGE

1. Course Title
Graphic Design

2. Transcript Title / Abbreviation

3. Transcript Course Code / Number

4. School
Clovis East, Clovis West, Buchanan and Clovis High Schools

5. District
Clovis Unified School District

6. City
Clovis

7. School / District Web Site
www.fcoe.k12.ca.us

8. School Course List Contact

Name: Janet Sloan

Title/Position: ROP Area Coordinator

Phone: (559) 497-3850   **Ext.:**

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9. Subject Area
- [ ] History/Social Science
- [ ] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [X] Visual & Performing Arts
- [ ] College Prep Elective

10. Grade Level(s)
9   10   <u>11</u>   <u>12</u>

11. Seeking "Honors" Distinction?
- [ ] Yes   [X] No

12. Unit Value
- [ ] 0.5 (half year or semester equivalent)
- [X] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

13. Was this course previously approved by UC?   [ ] Yes   [X] No

If yes, check all that apply:
- [ ] Course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title?   [ ] Yes   [ ] No
  - If no, previous course title? _____
- [ ] Identical course approved at another school in same district. Which school ? _____
  - Same course title?   [ ] Yes   [ ] No
  - If no, course title at other school? _____
- [ ] Alternative course title for course with identical content at this school
  - Title of previously-approved identical course: _____
- [ ] Advanced Placement (AP) or International Baccalaureate (IB) course
- [ ] Approved UC College Prep (UCCP) Initiative course
- [ ] Approved P.A.S.S. course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Other. Explain: _____

14. Is this a re-submission of a course that was previously NOT approved by UC?   [ ] Yes   [x] No

15. Is this course modeled after a UC-approved course from another school <u>outside</u> your district?

☐ Yes ☒ No

    If so, which school(s)? _____

16. Pre-Requisites

 None

17. Co-Requisites

Per Visual and Performing Arts requirements:

Work outside of class

Supplemental library and/or internet research in the completion of art and design projects

Written papers and/or oral presentations to enhance student understanding of influential artists and movements

Participation in field trips to such places as printing facilities and gallery showings by local artists and designers

18. Brief Course Description

This course will introduce students to the relationship between graphic art and fine art. Students will learn traditional art terms and techniques and combine these with technological and problem-solving skills to create expressive graphic design projects. Students will learn the historical and cross-cultural contributions of graphic design as a means of communication, from the origins of written symbols to present day uses in marketing and advertising. Students will design and create original works of art utilizing a variety of reprographic methods, including screen-printing in the classroom.

19. Course Goals and/or Major Student Outcomes

- Demonstration of an understanding of the elements of art and principles of design by effective utilization of these in expressive artwork and graphic design solutions. (Advanced VPA Standard 1)
- Demonstration of aesthetic and perceptual analysis of artworks through written and verbal articulation, using the vocabulary of the artist. (Advanced VPA Standard 1)
- Development of a personal artistic style and the ability to express abstract ideas though art as a result of exposure to a variety of artistic styles, art media and techniques. (Advanced VPA Standard 2)
- Demonstration of an understanding of the interrelationship of graphic art and fine art and the varied historical and cultural influences on each. (Advanced VPA Standards 3, 4)
- Demonstration of an understanding of traditional art methods and current technology, evidenced in the creation of effective, professional-quality graphic art works, suitable to careers in art and graphic design. (Advanced VPA Standard 5)

20. Course Objectives

- Students will demonstrate an understanding of the symbiotic relationship between fine art and graphic art by comparing the style and role of influential artists and historical movements, then incorporating what is discovered into their own work. (Advanced VPA Standards 2, 5)
- Students will solve creative problems, communicate effectively, and develop time-management and multi-tasking skills. (Advanced VPA Standards 1, 4, 5)
- Students will design and create original screen-printed works of art utilizing traditional as well as digital means. (Advanced VPA Standard 2)
- Students will create digital artwork suitable for output as printed materials and internet venues and be able to manipulate and translate them into different formats as the technology requires. (Advanced VPA Standards 2, 5)
- Students will develop an understanding of professional practices for working artists and graphic designers, and specific practices related to screen printing facilities. (Advanced VPA Standard 5)
- Students will develop an understanding of the importance of a professional-quality presentation portfolio for use in applying to colleges and to obtain entry-level employment in the visual arts. This portfolio will include the following:
  o Original works of art, mounted for presentation, representative of their best efforts
  o Descriptions of processes used in creating the pieces
  o A personal resume highlighting specific skills, cover letter and letters of recommendation
  (Advanced VPA Standards 1, 5)
- Students will maintain a comprehensive collection of class materials for their own artistic growth and reference which will include the following:
  o Class notes, project information sheets and technical information related to materials, processes, and equipment
  o Sketches, developmental design work, comprehensives, and all finished pieces, including original artwork, printed work and designs saved to digital format
  o Personal reflections related to projects, artist statements, critiques and aesthetic analysis of their artwork and the creative process
  (Advanced VPA Standards 1, 4, 5)

21. Course Outline

1. Fundamentals of Graphic Design   (Advanced VPA Standards 1, 2, 3, 4, 5)
    a.   Communication Through Typography and/or Imagery
    b.   History and Major Influences
    c.   Significance to Society(ies)
    d.   Applications in Advertising and Marketing

2. Fundamentals of Art   (Advanced VPA Standards 1, 2, 3, 4, 5)
    a.   Art Elements
    b.   Design Principles
    c.   Artistic Perception
    d.   Creative Expression
    e.   Historical and Cultural Context
    f.   Aesthetic Valuing
    g.   Connections, Relationships and Applications

3. Technology   (Advanced VPA Standards 1, 2, 3, 5)
    a.   Computer Applications
    b.   Peripherals, Equipment and Devices
    c.   Current and Future Trends

4. Reprographic Processes   (Advanced VPA Standards 1, 2, 5)
    a.   Digital Printing
    b.   Letterpress
    c.   Intaglio
    d.   Gravure
    e.   Offset Lithography
    f.   Screen Printing (Serigraphy)

5. Career   (Advanced VPA Standard 5)
    a.   Post Secondary Education Options and Career Opportunities
    b.   Job Search and Job Retention Best Practices
    c.   Screen Print Business Practices
    d.   Graphic Designer Professional Practices
    e.   The Working Artist

22. Texts & Supplemental Instructional Materials

A History of Graphic Design, 3rd Edition, P. Meggs. John Wiley & Sons, Inc. NY.

Kleppner's Advertising Procedure, 14th Edition, J. Thomas Russell, W. Ronald Lane. Prentice Hall.

American Institute of Graphic Arts Professional Practices in Graphic Design, Tad Crawford. Allenworth Press, NY.

The New Guide to Graphic Design, Bob Cotton, Chartwell Books, New Jersey.

Computer and Technology Applications - Current user guides

Assorted readings from reference books, art books, current articles and reports

23. Key Assignments
The Visual Arts standards and strands are addressed in this course as follows:

Advanced VPA Standard 1.0
Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Develop Perceptual Skills and Visual Arts Vocabulary
- ❑ Strand 1.1 (Advanced) Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
  - ✓ *Assignment: Impossible Collage – emphasis: digital image manipulation, communication of an idea through art – references: distortion, scale, computer applications, photography, Surrealism, Dali, Magritte, Dada, Fantasy art (Advanced VPA 1.1)*
  - ✓ *Assignment: Posterized Portrait - emphasis: image simplification, color theory, repetition, popular culture, desensitization, expressive content, screen printing processes, computer application – references: Lictenstein, Warhol, (Advanced VPA 1.1)*
- ❑ Strand 1.2 (Advanced) Discuss a series of their original works of art, using the appropriate vocabulary of art.
  - ✓ *All assignments: emphasis on art terminology, understanding of media and processes, self-evaluation, personal development, portfolio preparation (Advanced VPA 1.2)*
- ❑ Strand 1.3 (Advanced) Analyze their works of art as to personal direction and style.
  - ✓ *All assignments: personal development, journal entries, portfolio preparation (Advanced VPA 1.3)*

Analyze Art Elements and Principles of Design
- ❑ Strand 1.4 (Advanced) Research two periods of painting, sculpture, film or other media and discuss their similarities and differences, using the language of the visual arts.
  - ✓ *Assignment: Pictograms/Ideographs – design and create personalized written symbol systems in these two styles, present research findings to class – emphasis: communication, line, shape, design – references: ancient communication of information, representation, simplification, pre-typography (Advanced VPA 1.4)*
  - ✓ *Assignment: A.D. 1045/1450 – design and create block prints in these two styles – present research findings to class - emphasis: communication, line, shape, design – references: ancient Chinese relief printing, chops, wood block, Gutenberg, printing press, movable type (Advanced VPA 1.4)*
  - ✓ *Assignment: Then & Now – creation of original still animation clip – emphasis: research and comparison of how technology has changes as an art media since the invention of photography – references: Niepce, Brady, Muybridge, Man Ray, digital age, media industry (Advanced VPA 1.4)*
- ❑ Strand 1.5 (Advanced) Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.
  - ✓ *Assignment: Odd View – create an original painting and a photograph utilizing distortion, with the same resulting mood for each – emphasis: art elements and design principles, communication – references: O'Keefe, Picasso, Dali, Cubism, Surrealism, Magritte, reasons for distortions, the use of well-known art images in graphic art applications (Advanced VPA 1.5)*
- ❑ Strand 1.6 (Advanced) Describe the use of the elements of art to express mood in one or more of their works of art.
  - ✓ *Assignment: Abstract Drawings – emphasis: use simple shapes, line and design theory to evoke abstract ideas – reference: art elements and design principles - examples: strength, freedom, loneliness (Advanced VPA 1.6)*
  - ✓ *Assignment: Color Me Crazy –self-portrait in tempera using expressive color – emphasis: color theory – references: Edvard Munch, The Scream, Vincent Van Gogh, blue period, Marc Chagall (Advanced VPA 1.6)*

Impact of Media Choice
- ❏ Strand 1.7 (Advanced) Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.
  - ✓ *Self-chosen assignments: emphasis on personal development, communication through art, reiteration of art terms and techniques, portfolio preparation(Advanced VPA 1.7)*
- ❏ Strand 1.8 (Advanced) Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.
  - ✓ *Assignment: Graffiti Art Poster –create an expressive poster in the style of Keith Haring - emphasis: political statements, simplification, color blocks, screen printing, eighties (Advanced VPA 1.8)*

Advanced VPA Standard 2.0
Creative Expression: Creating, Performing, and Participating in the Visual Arts
Skills, Processes, Materials and Tools
- ❏ Strand 2.1 (Advanced) Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
  - ✓ *All assignments: personal development, portfolio preparation (Advanced VPA 2.1)*
  - ✓ *Assignment: Initials Bookseal –emphasis: personal expression, creativity, showing a sense of themselves - references – Arts and Crafts Movement, Kelmscott Press, William Morris (Advanced VPA 2.1)*
  - ✓ *Assignment: My Personal Space –emphasis: creating a sense of personal space, either interior or outdoors, creating a sense of mood or feelings – references: Japanese screen paintings, mood, atmosphere, Ukiyo-e, Hokusai, Red Fugi, Hiroshige (Advanced VPA 2.1)*
- ❏ Strand 2.2 (Advanced) Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
  - ✓ *Assignment: Impossible Collage – emphasis: creativity, imagination, experimentation; creating an image that defies reality and logic through distortions in scale, color, etc. - references: distortion, scale, Surrealism, Dali, Magritte, computer applications, photography (Advanced VPA 2.2)*
- ❏ Strand 2.3 (Advanced) Assemble and display objects or works of art as part of a public exhibition. (artwork for display at the district show and fair)
  - ✓ *Selected assignments: artwork for display at school and local exhibitions including the county fair (Advanced VPA 2.3)*
  - ✓ *Selected assignments: formatted and uploaded for displayed over the internet on class web page (Advanced VPA 2.3)*

Communication and Expression Through Original Works of Art
- ❏ Strand 2.4 (Advanced) Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme or emotion.
  - ✓ *All assignments: personal development, journal entries, portfolio preparation (Advanced VPA 2.4)*
  - ✓ *Assignment: Series – emphasis: personal growth, repetition of idea, modification of idea experimentation – references: Warhol, Kahlo, Kollwitz, Munch, Pollock (Advanced VPA 2.4)*
  - ✓ *Assignment: Campaign –emphasis: using a series, an idea, in a variety of formats; interrelated advertising concepts and representations in packaging and print materials references: Roy Nelson, the Design of Advertising (Advanced VPA 2.4)*
  - ✓ *Assignment: Re-Packaging – emphasis: transforming utilitarian designs into aesthetically beautiful and interesting designs – references: 1800s chromolithography, package design, focal point, hierarchy of interpretation, communication (Advanced VPA 2.4)*
  - ✓ *Assignment: Poster with Purpose –emphasis: communicating a message in an artistically, thought-out manner, creativity, typography and images – references: public communication, signboards, lithography, Art Nouveau, Cheret, Toulouse-Lautrec, Moulin Rouge (Advanced VPA 2.4)*
- ❏ Strand 2.5 (Advanced) Use innovative visual metaphors in creating works of art
  - ✓ *All graphic design assignments: brain-storming, graphic organizers, analogies, creative thinking, thumbnails, comps and finalized products (Advanced VPA 2.5)*

- ✓ *Assignments: <u>Book Cover, Story Illustration</u> – emphasis: communicating artistically, through typography and images – references: Art Nouveau, Beardsley, Crane, Toorop, Grasset (Advanced VPA 2.5)*
- ✓ *Assignment: <u>Logos & Trademarks</u> – emphasis: simplification and refinement of shape, line, color; deriving the essence of a symbol; international communicatio; typography and images - references –Bauhaus Movement, simplification, capturing the essence (Advanced VPA 2.5)*
- ✓ *Assignment: <u>Poetry in Motion</u> –emphasis: artwork combined with expressive text, color and design theory, typography, imagery, computer applications - references – national campaign to create posters for buses in selected large cities for the purpose of exposing the riders to literature and art (Advanced VPA 2.5)*
- ✓ *Assignment: <u>Who Said That?</u> – emphasis: combining text and imageryso as to best emphasize an idea or message – references: famous quotes, color and design theory, typography, imagery, computer applications (Advanced VPA 2.5)*
- ❑ Strand 2.6 (Advanced) Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.
  - ✓ *Assignment: <u>My Great Movie</u> – emphasis: artistically portray an interpretation of a universal concept combining images, text, voice, and sound, using a combination of digital photography, short digital movie production, video filming, interviewing, editing, and CD production; examples: universal concepts of war, love, hate, freedom, mother-child, family, (Advanced VPA 2.6)*

Advanced VPA Standard 3.0
Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
Role and Development of the Visual Arts
- ❑ Strand 3.1 (Advanced) Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.
  - ✓ *Assignment: <u>Political Poster</u> - emphasis: create an original artistic image in the style of posters from selected periods – examples: Plakatstil, pictorial modernism, World War 1 appeals, post-modern conceptualism, Kollwitz, Herb Lubalin, Warhol, Lichtenstein (Advanced VPA 3.1)*
- ❑ Strand 3.2 (Advanced) Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.
  - ✓ *Assignment: critique and class discussion – emphasis: present students with the works and lives of influential artists and graphic designers - examples: Ebon Fisher, Tim Spelios, Mariko Mori, Christo (Advanced VPA 3.2)*
Diversity of the Visual Arts
- ❑ Strand 3.3 (Advanced) Investigate and discuss universal concepts expressed in works of art from diverse cultures.
  - ✓ *Assignment: critique and class discussion – emphasis: analysis and aesthetic judgments based on knowledge of art elements and design principles, as well as culturally-specific insights, concepts of world diversity and interpretations - examples: universal concepts of war, love, hate, freedom, mother-child, family, popular culture, expressive artists Cassatt, Kollwitz, (Advanced VPA 3.3)*
- ❑ Strand 3.4 (Advanced) Research the methods art historians use to determine the time, place, context, value and culture that produced a given work of art.
  - ✓ *Assignment: research presentation – emphasis: open-ended, student choice – examples: Communication forms of Egypt, Sumerian, Aramaic, ancient Mesoamerica, Mesopotamia, Greek, Roman, Chinese calligraphy, illuminated manuscripts (Advanced VPA 3.3)*

Advanced VPA Standard 4.0 - Aesthetic Valuing: Responding to, Analyzing and Making Judgments About Works in the Visual Arts

Derive Meaning

- ❑ Strand 4.1 (Advanced) Describe the relationship involving the art maker (artist) the making (process), the artwork (product), and the viewer.
    - ✓ *Assignment: critique and class discussion – emphasis: analysis and aesthetic judgments based on knowledge of art elements and design principles, as well as referential printed critiques by the public and professionals from the period(s) - examples: Pollock, drip paintings, unconscious, subconscious, interpretations, critiques (Advanced VPA 4.1)*
- ❑ Strand 4.2 (Advanced) Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.
    - ✓ *Assignment: critique and class discussion – emphasis: analysis and aesthetic judgments based on knowledge of art elements and design principles, as well as referential printed critiques by the public and professionals from the period(s) - examples: Rothko, Segal, Grooms, Marisol, (Advanced VPA 4.2)*
- ❑ Strand 4.3 (Advanced) Analyze and articulate how society influences the interpretation and message of a work of art.
    - ✓ *Assignment: research presentation – emphasis: open-ended, student choice – examples: all contemporary artists, existentialism, neo-expressionism, Plakatstil, pictorial modernism, Warhol, Lichtenstein, World War 1 appeals, post-modern conceptualism, muralists, graffiti art   (Advanced VPA 4.3)*

Make Informed Judgments

- ❑ Strand 4.4 (Advanced) Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.
    - ✓ *All assignments: self-evaluations and group critiques (Advanced VPA 4.4)*
- ❑ Strand 4.5 (Advanced) Construct a rationale for the validity of a specific work of art - artwork that falls outside their own conceptions of art.
    - ✓ *Assignment: What IS it? – research and presentation, group or individual- emphasis: applying aesthetic theory, acceptance of diversity, cultural and historical interpretations of art and design, research and problem-solving skills - examples: Abstract, New York School, Pop art, ready-mades, Duchamp, Rauschenberg, Dine (Advanced VPA 4.5)*
- ❑ Strand 4.6 (Advanced) Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.
    - ✓ *All assignments: journal entries, personal development, artist statements and critiques, self-evaluation and assessment, portfolio preparation (Advanced VPA 4.6)*

Advanced VPA Standard 5.0 - Connections, Relationships, Applications: Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Connections and Applications

- ❑ Strand 5.1 (Advanced) Speculate on how advances in technology might change the definition and function of the visual arts.
    - ✓ *Assignment: research presentation – emphasis: open-ended, student choice – examples: Digital Revolution, digital imaging, digital type, computer applications, internet, web, virtual reality, video installations, art and consumerism, April Greiman, (Advanced VPA 5.1)*

Visual Literacy

- ❑ Strand 5.2 (Advanced) Compare and contrast works of art, probing beyond the obvious and identifying the psychological content found in the symbols and images.
    - ✓ *Assignment: Research Presentation – emphasis: open-ended, student choice of artwork, graphic design is all about symbols and images as communication (Advanced VPA 5.2)*

<u>Career and Career-Related Skills</u>
- ❑ Strand 5.3 (Advanced) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection.)
  - ✓ *All assignments: personal development, portfolio preparation, examples of best works, professional presentation methods (Advanced VPA 5.3)*
  - ✓ *Assignments: <u>Personal Logo, Letterhead, Business Card, Envelope, Resume</u> – emphasis: continuing a theme, personal expression, professionalism, individualism, memorablility, uniqueness (Advanced VPA 5.3)*
- ❑ Strand 5.4 (Advanced) Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.
  - ✓ *Assignment: <u>What's New? Who's Who?</u> – research and PowerPoint presentation, emphasis: group work, cooperative learning, keeping current with trends, movements and influential people in technology, graphic art and the visual arts (Advanced VPA 5.4)*

24. Instructional Methods and/or Strategies
1. Teacher-directed demonstrations and lectures
2. Supplemental handouts, project information sheets and rubrics
3. Multimedia Presentations
4. Teacher-directed class discussions
5. Critical comparison and aesthetic evaluation: self-evaluation and group critiques
6. Individualized, personalized instruction
7. Student-centered research projects
8. Student-centered cooperative learning and group assignments
9. Project learning
10. Guest speakers
11. Field trips

25. Evaluation
1. 20% Portfolios: traditional and digital formats
2. 25% Projects: growth and development of artistic skills and finished art products
3. 10% Written: Journals, self-reflective evaluations, critiques of others' work
4. 10% Research Presentations: written and oral, group and individual, traditional or technological
5. 10% Tests: written, verbal and authentic, performance-based
6. 25% Participation: art media, techniques, in-class work and discussions, outside assignments

C. HONORS COURSES ONLY
Please refer to instructions

26. Indicate how this honors course is different from the standard course: n/a

D. OPTIONAL BACKGROUND INFORMATION
Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

Project: Theme of Three

Description of Assignment:

Design a triptych (that is, a group of three designs presented together and seen at the same time.)

First of all, look at the list below of commonly-known figures of speech and descriptive terms. All are based on the number three. Look up the meanings of each, some will have more than one. Write these down.

Next, consider how three of them might relate to one another; how they might be meaningful to you, and how you could present them artistically and creatively together.

Each term or expression will be interpreted differently by individuals based on the life experiences and knowledge they have and even if two students choose the same three expressions, the designs created will differ greatly based on artistic style.

Create three compositions, one for each expression, but also make the three all work together as a unit in a creative and eye-catching way.

This will require consideration in your use of images, text, color, all the art elements, as well as design principals related to composition.

Be prepared to present and explain your triptych to the class.

Third Age	**third goal**	**third quarter**
third amendment	**third grade**	**third rail**
third atmosphere	**third hand**	**third rate**
third base	**third house**	**Third Reich**
third child	**third kind**	**third rule**
third class	**third law**	**third shift**
third degree	**third layer**	**third strike**
third dimension	**third market**	**third trimester**
third eye	**third millennium**	**third wheel**
third finger	**third party**	**third wife**
third gender	**third person**	**third wish**
third generation	**third place**	**third world**

Rubric:

- You will be graded on Creativity, Cohesiveness, Execution, Craftsmanship
- Use Adobe PhotoShop and/or Illustrator
- Hand-done embellishments, such as painting, ink, calligraphy or collage may be added to your computer-generated designs.
- Does not have to be printed in color, although black and white will require reasoning behind your choice.
- Each of the three pieces will be 8" x10"
- The overall triptych will be 24" x10" mounted on a presentation board.

Grading:
- Definitions for all the headings (25 pts.)
- Triptych, mounted to board (200 pts.)
- One-page typed description and explanation of the work (100 pts.)
- Oral presentation and responses to questions from the class (100 pts.)

EQUIPMENT/FIXTURES NECESSARY FOR TEACHING GRAPHIC DESIGN WITH SCREEN PRINTING COMPONENT:

Electrical wiring for the following:

- 26 computer stations – 2 rows of back-to-back desks, in middle of class, not along walls (need new wiring, including for networking hub, need surge protectors)

- scanner – located near computers

- 2 laser printers, one color and the 1200 dpi Elite (110) – located near computers

- screen dryer cabinet – located in room adjacent to sink wall, cabinet will be above screen racks, on right-hand side (new outlets in that room, backing up to sink's GFI and also backed up to office wall)

- wash-out compressor, requires GFI, backs up to screen room

- ink remover gun will share GFI outlet above

- 2 light boxes – located on table near adjoining classroom door, pre-existing outlet

- exposure unit (120VAC, 60HZ) – located along stone wall, nearest to sink area, pre-existing

- ❖ conveyor dryer 220/240VAC, 3 Phase, 21 Amps, located away from walls, approx. the length between the two right-hand doors, drop down power

- ❖ flash dryer (115V, 1 Phase, 20 amp) - located by T-shirt press, not along a wall, drop down power

- garment transfer press (when purchased) –on shirt table at end of conveyor dryer, existing outlet

- Screen and ink storage/possible darkroom – add outlets on two adjoining walls, the one backing up to the office/storage room will be for the screen drying cabinet. The one backing up to the sink outlets can accommodate a camera. The one currently on the door wall can be for a diffusion transfer processor and blow dryer.

Plumbing adaptions:

- Wash-out sink needs splash guards, needs fixtures and soap dish removed

- Sink in darkroom (if we arrange to use one) will back up to existing sink area

- Emergency eye-wash station (Bottled eyewash solution in wall-mount display).

Carpentry or pre-fabs:

- Shelves for inventory of shirts – in (clean) center room/office
- Open storage rack, 2-tiered with vertical slots to accommodate 20x24 screens, up to 75 eventually
- Enclosed dark cabinet to protect emulsion-coated screens. Requires a (moderate) heat source and fan for accelerated drying time – need only hold 6-12 screens at a time

Safety:

- Need to have various OSHA posting requirements met: chemical information on inks, etc. and safety and emergency procedures
- ✓ Emergency eye-wash station - could be added as a permanent part of drinking fountain
- ✓ First Aid kit (students use knives, hot dryers, etc.) – send to nurse's office per protocol
- ✓ Heavy rubber gloves for screen reclamation (ordered from BG)
- ✓ Latex gloves for cleanliness and for those sensitive to chemicals (ordered from BG)
- ✓ Safety goggles for use with thinners and other chemicals and spray wash (ordered from BG)
- ✓ Metal step-on container for used cleaning rags (14-gal. can ordered from BG)
- ✓ Metal containers for storing mineral spirits (one 5 gal. and two quart-sized ordered from BG)
- ✓ Metal cabinets for storing inks, emulsion, block-out and cleaners
- ✓ Metal trash can with lid for storing thinner-soaked paper used in cleaning screens (not yet ordered)
- Aprons for cleanliness can be ordered from Broder later. Initially, students can bring grubby clothes for printing
- ✓ Hand cleaner to remove inks (ordered from BG)
- Anti-skid tape strips for floor by sink (ordered from BG, to be installed by maintenance)
- identification signage for 220 outlets
- Mop for clean-up around sink
- Splash-guards for around sink

Equipment:

- ✓ Computers and monitors (25)
- ✓ Graphics software – Adobe Illustrator
- ✓ Graphics software – Adobe Photoshop
- ✓ Desktop Publishing software – Adobe Pagemaker
- ✓ Textbook – "How to Screenprint T-shirts for Fun and Profit"
- ✓ Textbook – "Adobe Pagemaker…"
- Textbook – keyboarding…– in class for reference

- Textbook – Microsoft Word…– in class for reference

- Videos on printing

- ✓ GCC Elite XL 20/1200 large format <u>1200 dpi laser printer</u> - vellum replaces camera process holds up to 13x35.5 sheets with 12.5x35 print area, monochrome black, 64 MG RAM, prints vellum, imaging film, overhead transparency film, standard paper, labels, postcard stock; size: 26d x 29w, 100/115 VAC, 50/60 Hz

- ✓ GCC toner & drum (1-piece unit) spare for above – 14,000 print life

- ✓ <u>Scanner</u>

- ✓ Photosharp 2536 1K <u>Exposure unit</u>, by Workhorse, box-type, accomodates up to 30x40 OD screens, image area 22x31, metal halide/point light system (not carbon-arc – no replacement tips necessary), idled lamp (no cold-starts, good for it) – very good quality, no extra darkening of black image on vellum required, especially when used in conjunction with the 1200 dpi printer, 120 VAC, 60 Hz, size: 40d x 56w

- ✓ Workhorse 6/6 Mach series <u>T-Shirt Press</u>, manual, 6-station, 6-color capability, all heads down, back clamp, comes with 6 standard shirtboards, size: 115" dia.

- <u>Shirtboards</u> come in different sizes: adult 15x18, youth 10x14, oversize 18x20
  Cost approx. $65 each, including brackets, for all sizes - from Global – can get replacements or additions later (in groups of 6)

- Platen attachments – (narrow) for sleeves or legs - cost $55 each, including brackets, at Global – can get later (in groups of 6)

- Pallet tape is available, low-tack tape removes much of the work of cleaning adhesive from shirtboards - Global

- ✓ <u>Screens</u>: 20x24 wood (ordered from Global) Orders are one dozen minimum, *come in cases of 6*, got 30 for a start:

    (6)   #86 mesh – low count, for puff

    (12)   #110 mesh – average count, for multi-use, most plastisols

    (6)   #125 mesh – higher count

    (6)   #158 mesh – higher yet

- ✓ Powerhouse Quartz # 11226, electric <u>textile dryer</u>, conveyor-type, forced-air, 220/240VAC, 50/60 Hz., 3 Phase, 21 Amp, 30" wide belt, 42" overall width, 11' overall length, 5' long oven area

- ✓ Primus 115 manual <u>flash-cure dryer</u>, forced air, 115 VAC, 1 Phase, 2300 watt, 20 amp, 55" (dia?), has cool-touch surface for safety

- Garment transfer press (heat press) for numbering and personalization (Stahl's) and transfers we could make – later – not ordering yet

- Karcher 1300psi high-<u>pressure washer</u> with spray gun – will go on GFI by sink

- Albatross SG-2000 spot cleaning gun

- Emulsion coaters – various widths, 6", 13", 15" and 20"

(8)   Squeegees of various widths and hardnesses (depending on desired print results) 4" med. and soft, 10" med., 12" hard, med. and soft, 14" med. and hard

(2)   Light tables with lighted surface area of at least 24 x 36

Consumables: Supplies & Inventory

Cleaning rags, provided by a Cleaning Service

(2) Safety storage containers for dirty rags (metal, with lids)

Art/paste-up supplies:

(4)   Rubylith (comes in 24-30" x several yard rolls)

(4)   Acetate (comes in 24-30" x several yard rolls)

(30)   Exacto knives – for use at the light tables

(500)   Exacto blade refills (100/box)

(3 sets)   Opaque drawing & touch-up pens - Rapidograph come in sets of 4-6 pens of various point diameters

(10)   Rapidograph ink replacement cartridges – come in boxes of about 6

(4)   Layout grids – for light tables

(case)   Transparent tape, ½"

(4)   Tape dispensers, ½ x 3" desk-top, for use at light tables

(12)   Scissors

(10)   Metal rulers of various lengths 12" (4), 18" (4), 36" (2)

(1)   Percentage calculator (wheel)

(1)   Color matching guide or chart, Pantone matching system (PMS) is commonly used in the graphics industry

( )   Laser paper – 8 ½ x11, white - used daily, need lots

(2000 sh) Vellum (Imaging Film or Paper) for laser printer – used daily available from Global Supply, any of these sizes, types:

Laser Pro Imaging Film, 12 x 19	$64.60 per 500 sheets	($260.00)
Laser Pro Imaging Film, 11 x 17	$56.10 per 500 sheets	($224.00)
Laser Pro Imaging Paper, standard wt., 12 x 19	$218.50 per 1000 shts	($438.00)
Laser Pro Imaging Paper, standard wt., 11 x 17	$182.40 per 1000 shts	($366.00)

(12)   Spray to increase density of prints for improved screen quality, various brands are available:
Laser Pro Image Enhancer – spray
Laser Buddy

( )   Black ink specifically for large format, 1200 dpi laser printer
                (colors not necessary for producing screens, but highest density
                and darkest black is required)

( )   Colored ink cartridges for laser printer

Plastisol textile inks – Different colors are made of differently-priced pigments. Commonly-used brands: Wilflex, Union. Global Supply carries Triangle Ink

(1 gal)   High Opacity, low-bleed white, for base layer on dark-colored shirts
                Triangle Ink's Sta-True series 1700, Excel White $50 per gal. ($50.00)

(10 gal)   Multi-Purpose inks
                most-used colors: white, black, red, navy, royal, golden yellow, hunter green, purple
                Triangle Ink's Tri-Flex series 1100   prices range from $25-$52 per gal.
                ($400.00)

(3 qts)   Fluorescent colors– used for specialty items, most used: pink, blue, yellow
                Triangle Ink's Tri-Flex series 1100 $17-$20 per quart ($60.00)

(7 qts)   Process colors (colors blend to produce others, as with photo prints)
                Triangle Ink's Tri-Flex series 1100 $12-$16 per quart ($100.00)

(0)   Puff ink (assorted colors) – used for specialty items and for "embroidered"
                3-D look. Priced from $55-$65 per gal. (not necessary initially, if we
                purchase the puff concentrate listed below)

(1 gal)   Puff concentrate (clear base – add to regular plastisol – produce any color)
                Triangle Ink's Tri-Puff series 1300-100 $130.00 per gal. ($130.00)

Necessary small equipment & supplies:

(1)   Screen tension meter   cost (?)

(box)   Extra carbon tips for exposure unit   cost (?)

(?)   Screen mesh – comes in rolls, various densities   cost (?)

(?)   Frame adhesive & activator   cost (?)

(?)   Emulsion (Ulano and other brands)   cost (?)
                Autosol 9000 is recommended by John Scott, single-component,
                long shelf life, but hard to clean out of screens

(1 case) Screen block-out tape, #2000 Blue, 2" wide, 36 rolls per case
                at Global Supply: $3.35 per roll   ($121.00)

(4)   Tape guns, 2" hand-held, Global Supply carries:
                $5.25 each in quantities of 3-5   ($21.00)

(?)   Screen block-out liquid   cost (?)

(12)   Touch-up (screen pinhole) brushes   cost (?)

(?)	Stall's numbering/lettering heat transfers – boxed alphabet and number sets available in various school colors, standard letter heights, and typestyles, either Flocked or Nylon (shiny) – order as necessary for personalization, no way to determine what colors or styles will be used in advance	cost (?)
(6)	Mixing knives (metal spatulas like frosting knives)	cost (?)
(doz)	Empty cans or plastic buckets with lids for mixed colors	cost (?)
(1 gal)	Ink remover solution (InkEater is one brand), Global Supply carries:	
	Albatross S.P.I.F. II (meets OSHA TLV regulations) ($30.00)	$29.95 per gal.
(300)	Printing pellons (test squares) for strike-offs/samples, carried by Global Supply 14x14 med. weight, white	$119 per 1000 ($119.00)
(12)	Adhesive spray – comes in aerosol spray cans, Global Supply carries Camie brand #380 spray adhesive, in cases of 12 $2.91 each for 12-24 ($36.00)	
(2 gal)	Screen degreaser (Ulano is one brand), Global Supply carries:	
	Super Wet Mesh Degreaser	$32.50 per gal. ($65.00)
(6)	Spray bottles, 16 oz., for screen cleaning solutions	cost (?)
(2 qts)	Screen reclaimer, Global Supply carries:	
	311 Quick Strip Reclaimer	$29.50 per quart ($59.00)
(1 gal)	Haze remover, Global Supply carries:	
	Phantom 1000 Haze Remover	$32.50 per gal. ($32.50)
(4)	Screen cleaning brushes	cost (?)
(6 pr)	Heavy rubber gloves – for reclaiming screens	cost (?)
(12 pr)	Safety goggles	cost (?)
(25 gal)	Odorless mineral spirits (will need continual refills of 5-gal. drum)	cost (?)
(1)	Safety drum for thinner, with safety pump nozzle	cost (?)
(6)	Smaller containers for thinner, quart-size, with bent nozzles for safety	cost (?)
(26)	Aprons – available from the shirt suppliers	cost (?)
(?)	Latex gloves – 100 per box – for printing	cost (?)
(?)	Hand cleaner – pumice based	cost (?)
(1)	Paper towel dispenser & towels	cost (?)

The Darkroom is useful to know in the Graphics Industry because it was and is widely used, though it is being phased out by laser printers as their output quality increases:
(We have been offered a free camera and diffusion processor by John Scott at Thomas Downey.)

Darkroom:

Camera (nuArc is one brand) John Scott knows where we can get one	free
Replacement bulbs (Camera)	cost (?)
Overhead light fixture, red bulbs	cost (?)
Diffusion transfer processor (nuArc is one brand) John Scott has offered us one	free
Developer chemistry (2 ½ gal cubes)	cost (?)
Sink	cost (?)
Glass surface to remove excess water from film	(approx. $10.00)
Rubber squeegee for above	(approx. $5.00)
Blow dryer to dry film	($25.00)
Hooks and area to hang film	(approx. $20.00)
Dark cabinet with drawers to store and develop film	cost (?)
Agfa Film (11 x 14) 100/box	cost (?)
Agfa Clear film receiver (11 x 14)	cost (?)

Future (possible) purchases:

Vinyl cutter/plotter	cost (?)
Laminator	cost (?)
Epson Color Printer for producing photo-quality prints for heat transfers and for posters, etc. for possible lamination	cost (?)

01	Occupational and Academic Competencies: Fundamentals of Graphic Design
A	Develops concepts through idea, thumbnail, comp, and final stages
B	Successfully presents ideas through appropriate design choices
C	Successfully creates designs appropriate to the needs of a client
D	Demonstrates an understanding of marketing and advertising concepts
E	Demonstrates an understanding of the social and historical significance of graphic design

02	Occupational and Academic Competencies: Fundamentals of Art
A	Effectively utilizes Art Elements and Design Principles in his/her work on a regular basis
B	Consistently demonstrates creativity and a willingness to improve his/her art and design skills
C	Successfully created designs in the theme of specific eras or cultures
D	Effectively communicates within the critique process with regards to his/her own work and that of others
E	Demonstrates an understanding of the connection between mastery of art skills and success as a graphic designer

03	Occupational Competencies: Technology
A	Demonstrates understanding of Adobe Illustrator
B	Demonstrates understanding of Adobe PhotoShop
C	Demonstrates the ability to transfer and use data and images between a variety of applications
D	Effectively uses technology relevant to the class, including computers, scanner, printers and digital camera.

04	Occupational Competencies: Reprographic Processes
A	Letterpress: has printed at least one unique design using this method
B	Intaglio (Gravure): has printed at least one unique design using this method
C	Screen Printing (Serigraphy): has created artwork for use in screen printing
D	Screen Printing (Serigraphy): has experience preparing screens for printing
E	Screen Printing (Serigraphy): has experience setting up the press for printing
F	Screen Printing (Serigraphy): has experience printing T-shirts
G	Screen Printing (Serigraphy): has experience with stock inventory

05	Occupational Competencies: Career Skills
A	Career Skills: Has successfully earned college credit for this class through Fresno State University (Unitrack)
B	Career Skills: Understands employment choices available to

	graphic designers
C	Career Skills: Understands employment choices available to screen printers
D	Career Skills: Effective presentation of a portfolio
E	Career Skills: Demonstrates a professional work ethic
F	Career Skills: Good communication skills
G	Career Skills: Demonstrates leadership ability
H	Career Skills: Excellent attendance and punctuality

J1	Student:
A	is able to prepare a resume
B	is able to accurately fill out a job application
C	is prepared for a job interview
D	completes tasks on time
E	works well in a team and participates effectively
F	exhibits good judgment
G	effectively utilizes technology relevant to the course
H	is able to recognize and solve problems
I	produces quality work

J2	Academic Application:
A	Effectively demonstrates English language arts skills appropriate to course content (speaking, listening, reading and writing)
B	Able to apply mathematical skills appropriate to course content
C	Able to apply science concepts and skills appropriate to course content
D	Understands and applies social science concepts as related to course content (economics, political science, history and government)
E	Effectively demonstrates visual and performing arts skills and concepts as related to course content

ROCP: Fresno 74260	Local Course #: 17070100
Fresno ROP Course Title: Graphic Design	State ID #: 4049
Original board approval date: 5/2001	CBEDS #: 5754

Career Cluster (A-P): N14 Scientific Research & Technical Services **Industry Sector:** Arts, Media and Entertainment **Pathway:** Media & Design Arts

Existing Sites: Clovis, FCOE Court Schools, Firebaugh

Job Titles:	1. Commercial Artist	3. Graphic Designer
	2. Seriographer	4. Fontographer

Labor Market Analysis:

O*Net Family Code (s):	O*Net Occupation Code (s):	FUTURE O*Net Family Code	FUTURE O*Net Occupation Code (s)
1. Arts, Design, Entertainment, Sports, and Media	1. 27-1024.00, 43-5061.00	1.	1.

Curriculum Supports	**Course Details**

Curriculum Supports		**Course Details**	
☒	Career Technical Preparation	Classroom Hours	360
☒	Technical Skills Upgrade	Community Classroom (CC) Hours	
☐	Registered Apprenticeship	Cooperative Vocation Education (CVE) Hours	

Career Preparation Foundation Standards (SCANS)	Community College Articulation:

☐ None	☐ FCC	☐ RC	☐ Other : _____
☒ Personal Skills	☐ CSUF	☐ Other: _____	
☒ Interpersonal Skills	Meets high school graduation requirements	☒ Required	☐ Elective
☒ Thinking & Problem – Solving Skills	Approved for CSU entrance requirements	☐ Yes	☐ No
☒ Communication Skills	Approved for UC requirements	☒ Yes	☐ No
☒ Occupational Safety	Reviewed for duplication with other LEAs	☒ Review completed	
☒ Employment Literacy	Notification process followed per CA code Section 52330	☐ Out of region notification completed	
☒ Technology Literacy	Current labor market demand	☒ High	☐ Medium ☐ Low

Academic Standards Supported by content area			Current labor market demand developed last 12 months	☐ Yes	☐ No	
☐ Mathematics		☐ Science	Advisory Meeting Date:			
☐ English Language Arts		☒ Visual & Performing Arts	**Approvals**			
☐ History Social Science			DC Advisory committee reviewed curriculum (date):		5/16/2001	
Industry – Specific Certification			Advisory committee approved curriculum (date):		5/2001	
☐ None	☐ Certification: _____		Advisory committee composite	Educators 1	Staff 0	Industry 2
			Governing Board (Advisory Board of Management) Approval date:5/2001			
*Inactive Course						

Title: Graphic Design

Prerequisite(s):   None

Course Description (describe the course, focusing on content):

This course will introduce students to the relationship between graphic art and fine art.   Students will learn traditional art terms and techniques and combine these with technological and problem-solving skills to create expressive graphic design projects. Students will learn the historical and cross-cultural contributions of graphic design as a means of communication, from the origins of written symbols to present day uses in marketing and advertising. Students will design and create original works of art utilizing a variety of reprographic methods, including screen-printing in the classroom.

Textbook (primary textbook if more than one is used) and Resources will include:

A History of Graphic Design, 3rd Edition, P. Meggs. John Wiley & Sons, Inc. NY.
Kleppner's Advertising Procedure, 14th Edition, J. Thomas Russell, W. Ronald Lane. Prentice Hall.
American Institute of Graphic Arts Professional Practices in Graphic Design, Tad Crawford. Allenworth Press, NY.
The New Guide to Graphic Design, Bob Cotton, Chartwell Books, New Jersey.
Computer and Technology Applications – current user guides.

Assorted readings from reference books, art books, current articles and reports.

COURSE PROFILE

Core Competencies: (reference for course outline)

1.   Demonstrate an understanding of the elements of art and principles of design by effective utilization of these in expressive artwork and graphic design solutions. (Advanced VPA Standard 1)

2.   Demonstrate aesthetic and perceptual analysis of artworks through written and verbal articulation, using the vocabulary of the artist. (Advanced VPA Standard 1)

3.   Develop a personal artistic style and the ability to express abstract ideas through art as a result of exposure to a variety of artistic styles, art media, and techniques. (Advanced VPA Standard 2)

4.   Demonstrate an understanding of the interrelationship of graphic art and fine art and the varied historical and cultural influences on each. (Advanced VPA Standards 3,4)

5.   Demonstrate an understanding of traditional art methods and current technology, evidenced in the creation of effective, professional-quality graphic art works, suitable to careers in art and graphic design. (Advanced VPA Standard 5)

Course Objectives (list several detailed subject specific learning objectives)

Students will:

a. Students will demonstrate an understanding of the symbiotic relationship between fine are and graphic art by comparing the style and role of influential artists and historical movements, then incorporating what is discovered into their own work. (Advanced VPA Standards 2,5)

b. Students will solve creative problems, communicate effectively, and develop time management and multi-tasking skills. (Advanced VPA Standards 1,4, 5)

c. Students will design and create original screen-printed works of art utilizing traditional as well digital means. (Advanced VPA Standard 2)

d. Students will create digital artwork suitable for output as printed materials and internet venues and be able to manipulate and translate them into different formats as the technology requires (Advanced VPA Standards 2,5)

e. Students will develop an understanding of professional practices for working artists and graphic designers, and specific practices related to screen printing facilities (Advanced VPA Standard 5)

f. Students will develop an understanding of the importance of a professional quality presentation portfolio for use in applying to colleges and to obtain entry level employment in the visual arts. This portfolio will include the following:

    - Original works of art, mounted for presentation, representative of their best efforts

    - Descriptions of processes used in creating the pieces

    - A personal resume highlighting specific skills, cover letter, and letters of recommendation (Advanced VPA Standards 1,5)

g. Students will maintain a comprehensive collection of class materials for their own artistic growth and reference which will include the following:

    - Class notes, project information sheets and technical information related to materials, processes, and equipment

    - Sketches, developmental design work, comprehensives, and all finished pieces, including original artwork, printed work and designed saved to digital format

    - Personal reflections related to projects, artists statements, critiques and aesthetic analysis of their artwork and the creative process (Advanced VPA Standards 1,4, 5)

Instructional Methods

Methods of instruction will include, but are not limited to:

1. Direct instruction (lecture, reading, labs, and investigations, writing – reports, journals, analyses, essay – speaking, presentations, guest speakers).

2. Laboratory investigations and project using educational courseware and computer technology.

3. Team teaching including assisted instruction from university, business, and community partners.

4. Community – based research projects with professional mentors.

5. Use variety of instructional materials and resources including electronic media, professional journals and reference materials, textbooks and other print information.

6. Self-directed, cooperative, and collaborative learning to increase responsibility of students for their own learning.

7. Student presentations, exhibits, and competitions – both team and individual.

8. Embedded assessment as a learning tool.

9. SDAIE (Specially Designed Academic Instruction in English).

10. Differentiated instruction of exceptional students.

Evaluation Procedures

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

1. Performance – based assessments such as experiments, demonstrations, discussions, debates simulations, and projects.

2. Student presentations, exhibits, and competitions – both team and individual

3. On-going and cumulative portfolio record of project and component investigative accomplishments.

4. Written tests with a variety of short answer and essay questions.

5. Written assignments such justification, investigations, and research, evaluative, or technical papers.

6. Individual and group assessments (including assessments of working relationships).

7. Opportunities for self assessment and peer assessment.

Process Skills Infused Throughout The Course:

   a. Research Types and Methods.

   b. Accurate Lab Techniques.

   c. Data Collection and Analysis.

   d. Teamwork and Collaboration.

   e. Presentation Skills.

   f. Project Completion – Initiation, Investigation, Collaboration and Presentation.

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
I. Fundamentals of Graphic Design	50									
A. Communication through typography and/or imagery				**M1 Pathway Standards A Graphic Arts Technology A1.0 (A1.1,A1.2) A2.0 (A2.1,A2.2,A2.3,A2.4) VPA 1.0 Artistic Perception (1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8) VPA2.0 Creative Expression (2.1,2.2,2.3,2.4,2.5,2.6) VPA 3.0 Historical and Cultural Context (3.1,3.2,3.3,3.4) Aesthetic Valuing (4.1,4.2,4.3,4.4,4.5,4.6)**	**M1.0 Academics 1.4 Visual & Performing Arts (2.3,5.3) 1.2 Science (1.d) 2.0 Communications 2.2 Writing (1.4,1.5) M1.0 Academics Communications 2.2 Writing (1.4.1.5,1.6,1.8) 2.3 Written & Oral English Language Conventions (1.4,1.5,1.6,1.2) 2.4 Listening & Speaking (1.9)**	**1 2 3 4 5 6**				
B. History and major influences				**VPA 3.0 Historical and Cultural Context (3.1,3.2,3.3,3.4) Aesthetic Valuing (4.1,4.2,4.3,4.4,4.5,4.6)**	**M1.0 Academics 1.3 History-SocSci (11.5,11.5.7,11.7,11.7.6,11.8,11.8.7,11.111, 11.11.3) 2.4 Listening & Speaking (1.9,2.3)**	**1 2 4 5**				
C. Significance to society(ies)				**VPA 3.0 Historical and Cultural Context (3.1,3.2,3.3,3.4) Aesthetic Valuing (4.1,4.2,4.3,4.4,4.5,4.6)**	**M1.0 Academics 1.3 History-SocSci (11.5,11.5.7,11.7,11.7.6,11.8,11.8.7,11.111, 11.11.3) 2.4 Listening & Speaking (1.9) 4.0 Technology (4.1,4.3)**	**1 2 5 6**				
D. Applications in advertising and marketing				**VPA 1.0 Artistic Perception (1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8) VPA 3.0 Historical and Cultural Context (3.1,3.2,3.3,3.4) Aesthetic Valuing (4.1,4.2,4.3,4.4,4.5,4.6)**	**M1.0 Academics 1.1 Mathematics (1.7) 2.0 Communications 2.1 Reading (2.1,2.3) M1.0 Academics Communications 2.2 Writing (1.4.1.5,1.6,1.8) 2.3 Written & Oral English Language Conventions (1.4,1.5,1.6,1.2) 2.4 Listening & Speaking (1.8,1.9,2.5) 8.0 Ethics and Legal Responsibilities**	**1 2 3 4 5 6**				

Course Outline		CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
						(8.1)					
II.	Fundamental Of Art	117									
	A. Art elements				**VPA 1.0 Artistic Perception** (1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8)	**M1.0 Academics 1.4 Visual & Performing Arts** (2.3,5.3)	1				
	B. Design principles				**VPA 1.0 Artistic Perception** (1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8)	**M1.0 Academics 1.1 Mathematics (16.0) 1.4 Visual & Performing Arts** (2.3,5.3)	1				
	C. Artistic perception				**VPA2.0 Creative Expression** (2.1,2.2,2.3,2.4,2.5,2.6) **VPA 4.0 Aesthetic Valuing** (4.1,4.2,4.3,4.4,4.5,4.6)	**M1.0 Academics 1.4 Visual & Performing Arts** (2.3,5.3) **2.0 Communications 2.2 Writing (1.5)**	2 3 4				
	D. Creative expression				**VPA2.0 Creative Expression** (2.1,2.2,2.3,2.4,2.5,2.6)	**M1.0 Academics 1.4 Visual & Performing Arts** (2.3,5.3)	3				
	E. Historical and cultural context				**VPA 3.0 Historical and Cultural Context** (3.1,3.2,3.3,3.4)	**M1.0 Academics 2.0 Communications 2.2 Writing (1.7)**	4 5 6				
	F. Aesthetic valuing				**VPA 4.0 Aesthetic Valuing** (4.1,4.2,4.3,4.4,4.5,4.6)	**M1.0 Academics 1.4 Visual & Performing Arts** (2.3,5.3)	2 3				
	G. Connections, relationships and applications				**VPA 5.0 Connections, Relationships, Applications** (5.1,5.2,5.3,5.4)	**M1.0 Academics 3.0 Career Planning & Management** (3.1,3.2,.3.3,3.4,3.5,3.6) **11.0 Demonstration and Application**	1 2 3 4 5 6				
III.	Technology	90	10								
	A. Computer applications				**M1 Pathway Standards**	**M1.0 Academics 1.1**	5				

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
				A Graphic Arts Technology A1.0 (,A1.2) A2.0 (A2.1,A2.2,A2.3,A2.4) A3.0 (A3.1,3.2) A4.0 (A4.1) A5.0 (A5.1,A5.2,A5.3) VPA2.0 Creative Expression (2.1,2.2,2.3,2.4,2.5,2.6)	Mathematics (1.2, 1.3, 1.6, 2.4,2.6,12.0) 1.2 Science (1.d) M1.0 Academics 5.0 Problem Solving and Critical Thinking (5.1,5.3)	6				
B. Peripherals, equipment and devices				M1 Pathway Standards A Graphic Arts Technology A3.0 (A3.1,3.2) A4.0 (A4.1,A4.2) A5.0 (A5.1,A5.2,A5.3) A6.0 (A6.1,6.2) A7.0 (A7.1,A7.2,A.7.3) A8.0 (A8.1,A8.2) A9.0 (A9.1,A9.2,A9.3)	M1.0 Academics 1.1 Mathematics (2.5,2.6) M1.0 Academics 5.0 Problem Solving and Critical Thinking (5.1,5.3)	5 6				
C. Current and future trends				M1 Pathway Standards A Graphic Arts Technology A1.0 (A1.1,A1.2) A2.0 (A2.1,A2.2,A2.3,A2.4) A3.0 (A3.1,3.2) A4.0 (A4.1,A4.2) A5.0 (A5.1,A5.2,A5.3) A6.0 (A6.1,6.2) A7.0 (A7.1,A7.2,A.7.3) A8.0 (A8.1,A8.2) A9.0 (A9.1,A9.2,A9.3)	M1.0 Academics 3.0 Career Planning & Management (3.1,3.2,.3.3,3.4,3.5,3.6) 4.0 Technology (4.1,4.2,4.3)	5 6				
IV. Reprographic Processes	80	10								
A. Digital printing				M1 Pathway Standards A Graphic Arts Technology A1.0 (A1.1,A1.2) A2.0 (A2.1,A2.2,A2.3,A2.4) A3.0 (A3.1,3.2) A4.0 (A4.1,A4.2)	M1.0 Academics 1.1 Mathematics (1.2, 1.3, 1.6)	3 4 5 6				

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
				A5.0 (A5.1,A5.2,A5.3) VPA 1.0 Artistic Perception (1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8) VPA2.0 Creative Expression (2.1,2.2,2.3,2.4,2.5,2.6)						
B. Letterpress				M1 Pathway Standards A Graphic Arts Technology A1.0 (A1.1,A1.2) A4.0 (A4.1,A4.2) A5.0 (A5.1,A5.2,A5.3) A9.0 (A9.1,A9.2,A9.3) VPA 1.0 Artistic Perception (1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8) VPA2.0 Creative Expression (2.1,2.2,2.3,2.4,2.5,2.6)	M1.0 Academics 1.1 Mathematics (1.2, 1.3, 1.6)	3 4 5 6				
C. Intaglio				M1 Pathway Standards A Graphic Arts Technology A1.0 (A1.1,A1.2) A2.0 (A2.1,A2.2,A2.3,A2.4) A3.0 (A3.1,3.2) A4.0 (A4.1,A4.2) A5.0 (A5.1,A5.2,A5.3) A9.0 (A9.1,A9.2,A9.3) VPA 1.0 Artistic Perception (1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8) VPA2.0 Creative Expression (2.1,2.2,2.3,2.4,2.5,2.6)	M1.0 Academics 1.1 Mathematics (1.2, 1.3, 1.6)	3 4 5 6				
D. Gravure				M1 Pathway Standards A Graphic Arts Technology A1.0 (A1.1,A1.2) A2.0	M1.0 Academics 1.1 Mathematics (1.2, 1.3, 1.6)	3 4 5 6				

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
				(A2.1,A2.2,A2.3,A2.4) A3.0 (A3.1,3.2) A4.0 (A4.1,A4.2) A5.0 (A5.1,A5.2,A5.3) A9.0 (A9.1,A9.2,A9.3) **VPA 1.0 Artistic Perception** (1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8) **VPA2.0 Creative Expression** (2.1,2.2,2.3,2.4,2.5,2.6)						
E. Offset Lithography				**M1 Pathway Standards A Graphic Arts Technology** A1.0 (A1.1,A1.2) A2.0 (A2.1,A2.2,A2.3,A2.4) A3.0 (A3.1,3.2) A4.0 (A4.1,A4.2) A5.0 (A5.1,A5.2,A5.3) A6.0 (A6.1,6.2) A9.0 (A9.1,A9.2,A9.3) **VPA 1.0 Artistic Perception** (1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8) **VPA2.0 Creative Expression** (2.1,2.2,2.3,2.4,2.5,2.6)	**M1.0 Academics 1.1 Mathematics (1.2, 1.3, 1.6,2.5,2.6)**	3 4 5 6				
F. Serigraphy (screen printing)				**M1 Pathway Standards A Graphic Arts Technology** A1.0 (A1.1,A1.2) A2.0 (A2.1,A2.2,A2.3,A2.4) A3.0 (A3.1,3.2) A4.0 (A4.1,A4.2) A5.0 (A5.1,A5.2,A5.3) A7.0 (A7.1,A7.2,A.7.3) A9.0 (A9.1,A9.2,A9.3) **VPA 1.0 Artistic Perception** (1.1,1.2,1.3,1.4,1.5,1.6,1.	**M1.0 Academics 1.1 Mathematics (1.2, 1.3, 1.6,2.5,2.6) 1.2 Science (1.d)**	3 4 5 6				

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Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
				7,1.8) **VPA2.0 Creative Expression** (2.1,2.2,2.3,2.4,2.5,2.6)						
VII. Employability Skills	23									
A. Career Paths										
1. Employment Opportunities					**M1.0 Academics 3.0 Career Planning & Management** (3.1,3.2,.3.3,3.4,3.5,3.6)	6				
2. Educational/ Certification Requirements					**M1.0 Academics 3.0 Career Planning & Management** (3.1,3.2,.3.3,3.4,3.5,3.6)	6				
B. Sources of Job Information					**M1.0 Academics 3.0 Career Planning & Management** (3.1,3.2,.3.3,3.4,3.5,3.6)	6				
C. Communication Skills					**M1.0 Academics Communications 2.2 Writing** (1.4.1.5,1.6) **2.3 Written & Oral English Language Conventions** (1.4,1.5,1.6,1.2) **2.4 Listening & Speaking** (2.3,2.4) **M1.0 Academics 5.0 Problem Solving and Critical Thinking** (5.1,5.3)	1 2 3 4 5 6				
D. Employment Literacy										
1. Application					**M1.0 Academics 1.4 Visual & Performing Arts** (5.3) **Communications**	2 6				

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
					2.2 Writing (1.3,2.5,2.6) 2.3 Written & Oral English Language Conventions (1.4,1.5,1.6,1.2)					
2. Resume					**M1.0 Academics Communications 2.2 Writing (1.3,1.6,1.8,2.5,2.6) 2.3 Written & Oral English Language Conventions (1.4,1.5,1.6,1.2)**	**2 6**				
3. Cover Letter					**M1.0 Academics Communications 2.2 Writing (1.3,1.6,2.5) 2.3 Written & Oral English Language Conventions (1.4,1.5,1.6,1.2)**	**2 6**				
4. Interviews					**M1.0 Academics Communications 2.2 Writing (2.6) 2.4 Listening & Speaking (1.2,1.4,1.5,1.6,1.7,1.8)**	**1 2 3 4 5 6**				
5. Grooming and Dress					**M1.0 Academics 3.0 Career Planning & Management (3.6)**	**6**				
6. Follow Up Letter					**M1.0 Academics Communications 2.2 Writing (1.3,1.6) 2.3 Written & Oral English Language Conventions**	**2 6**				

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
					(1.4,1.5,1.6,1.2)					
E. Job Retention Skills										
1. Team Work – Cooperation					**M1.0 Academics 5.0 Problem Solving and Critical Thinking (5.3) 7.0 Responsibility and Flexibility (7.1,7.2,7.3,7.4) 9.0 Leadership and Teamwork (9.1,9.2,9.3,9.4,95)**	6				
2. Ethics and Professional-ism					**M1.0 Academics 7.0 Responsibility and Flexibility (7.1,7.2,7.3,7.4) 8.0 Ethics and Legal Responsibilities (8.1,8.2,8.3,8.4)**	6				
3. Work Habits and Ethics					**M1.0 Academics 2.3 Written & Oral English Language Conventions (1.4,1.5,1.6,1.2) 6.0 Health and Safety 8.0 Ethics and Legal Responsibilities (8.1,8.2,8.3,8.4) (6.1,6.2,6.3,6.4,6.5,6.6) 7.0 Responsibility and Flexibility (7.1,7.2,7.3,7.4) 10.0 Technical Knowledge and Skills (10.1,10.2,10.3,10.4,10.5,10.6,10.7,10.8,10.9,10.10,10.11)**	6				

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
					11.0 Demonstration and Application					
Total CLRM Hours	360									
Total CC Hours		45								
Total CVE Hours										

Evaluation

20%   Portfolios: traditional and digital formats

25%   Projects: growth and development of artistic skills and finished art products

10%   Written: journals, self-reflective evaluations, critiques of others' work

10%   Research Presentations: written and oral, group and individual, traditional or technological

10%   Tests: written, verbal and authentic, performance-based

25%   Participation: art media, techniques, in-class work and discussions, outside assignments

Stephanie Stanislaw

faculty center	class search

Class Search

Class Detail

GD   40 - 90   Graphic Design: Computer Imaging

California State Univ Fresno | Fall 2007 | Activity

CLOSE

CLASS DETAILS

Status	🟢 Open	**Career**	Undergraduate
Class Number	76183	**Dates**	8/27/2007 - 12/20/2007
Session	Regular Academic Session	**Grading**	Mixed Grading
Units	3 units	**Location**	High School Unitrack
Class Components	Activity Required	**Campus**	Main Campus

Meeting Information

Days & Times	Room	Instructor	Meeting Dates
TBA	Clovis East High School	Stephanie Duburg	8/27/2007 - 12/20/2007

ENROLLMENT INFORMATION

Consent	Department Consent Required

CLASS AVAILABILITY

Class Capacity	50	**Wait List Capacity**	0
Enrollment Total	14	**Wait List Total**	0
Available Seats	36		

Notes

Subject Notes	Also See Art, Art and Design, Art History, and Interior Design.

DESCRIPTION

Prerequisites: ART 13. Introduction to computer skills necessary in the area of graphic design. Includes projects encompassing the basic skills of working with Photoshop and Illustrator, scanning and placing images, typography and page layout, and mounting and presenting artwork. (6 lab hours) (Formerly GID 40)

CLOSE