

Technology Education – Graphic Communications

Mark T. Sheehan High School

Year 2018-2019

Teachers: Mr. Czarnecki

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Book:

Developers: Adobe

Course Description:

A course in Graphic Arts Technology provides students with an understanding of the processes and systems common to careers in publishing, printing, and other forms of media distribution. Representative topics include graphic design concepts; art and copy preparation; image generation and editing; desktop publishing; on-demand publishing; school yearbook and magazine layout; advertising and promotion; printing technology; binding and finishing; and screen printing.

Students will be committed to lifelong learning as they grow individually, participate in groups, think analytically, create artistic products, and contribute to production of a major project. Students will learn illustration design software such as Adobe Illustrator, photo editing software such as Adobe Photoshop, and page layout software such as Adobe InDesign to create projects that will be printed in traditional and digital formats.



Course Objectives:

- Create design concepts that demonstrate an understanding of essential graphic design and visual communication concepts.
- Create comprehensive design documents (resumes, flyers, newsletters, brochures) using page layout software.
- Evaluate design documents for proper grammar, punctuation, and adherence to specifications.
- Use electronic imaging software to acquire (import or scan), edit, retouch, and color correct digital photographs.
- Use electronic imaging software to create and manipulate digital illustrations.
- Prepare files, evaluate proofs, and check quality of print projects to ensure proper printing.
- Print projects using traditional (offset and/or screen printing) and digital (laser or inkjet) technologies.
- Cut, fold, assemble, and/or bind print projects for final delivery.
- Explain how Print, Web, Video, and other forms of Multimedia can be integrated to achieve specific goals.
- Plan graphic design projects, prioritize workflow and tasks, and manage deadlines.
- Demonstrate effective communication with the project team, vendors, and clients.
- Prepare a cover letter and resume for use in seeking internship or job opportunities in the graphic arts, multimedia production, or publishing industries.

Technology Education – Graphic Communications

Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.
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Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
 - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 - Develop cultural understanding and global awareness by engaging with learners of other cultures.
 - Contribute to project teams to produce original works or solve problems.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.
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Research and Information Fluency

- Students apply Mechanical & Digital tools to gather, evaluate, and use information.
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Critical Thinking, Problem Solving, and Decision Making

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students:

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.



Technology Education – Graphic Communications

Digital Citizenship

- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- Advocate and practice safe, legal, and responsible use of information and technology.
 - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - Demonstrate personal responsibility for lifelong learning.
 - Exhibit leadership for digital citizenship.
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Technology Operations and Concepts

- Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.
- Transfer current knowledge to learning of new technologies



Instructional Methods:

Lectures, demonstrations, laboratory activities, cooperative learning, learning within a module, peer instruction and mentoring, field trips and guest speakers.

Instructional Materials:

Autodesk Inventor, Web Classroom materials, handouts, powerpoint slides, instructional videos.

Class Schedule: Half year, 2 to 3 days per week, 84-minute periods.



Technology Education – Graphic Communications

Graphic Communications 1

CURRICULUM OUTLINE

This outline may be modified as the course proceeds and does not necessarily reflect the actual order of topics to be discussed. Realizing that students are beginning this class at different levels of understanding, I will try to accommodate that as much as possible.

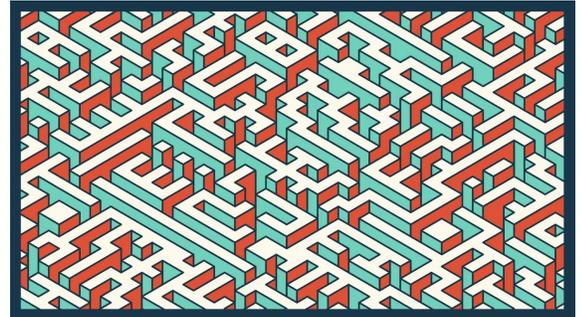
Introduction

- A. Intro to Graphic Arts Technology
 - a. Intro to Typography for the Non Graphic Artist
 - b. Print vs. Web
 - c. Facebook of the History of the Graphic Arts
 - d. Computer Acceptable Use Policy
 - e. Creating Classroom Course sites
- B. Foundations of Design
 - a. Idea Generation & Brainstorming
 - b. Elements of Art/Principles of Design Poster
 - c. Line
 - d. Introduction To Color Theory
 - e. Introduction to the Elements of Type
 - f. Art History Magazine Design Pages (Part 1 of 6): Designing with Type, An Organization Process
 - g. Art History Magazine Design Pages (Part 6 of 6): Sketch, Build and Proof Your Pages
 - h. The Principles of Design in Layout
 - i. Perception as a Foundation to Communication
 - j. Creating Graphic Blogs using Glogster
 - k. The Art of Poster Design
 - l. Designing a Sportswear Clothing Line!
 - m. Fashion CAD!
 - n. What's Your Style? History and Fashion
 - o. Fashion Line Prototype - Product Time!
- C. Desktop Publishing
 - a. Using Grids for Layout
 - b. Personal Trait in Text (Project works well with Create a Eight Page Booklet)
 - c. Do You Desktop Publish?
 - d. Scanning 101
 - e. Saving Time with Templates
 - f. Creating A Résumé With InDesign
 - g. Art History Magazine Design Pages (Part 4 of 6): Design a Timeline
 - h. Art History Magazine Design Pages (Part 5 of 6):How to Build Ads for a Page



Technology Education – Graphic Communications

- Layout
 - i. T-Shirt Design
 - j. Let's Make a QUICK Mini Business Card with a QR (Quick Response) Code
 - k. Let's Make a 1/4 Sheet Notepad with a QR (Quick Response) Code
 - l. Layout Development
- D. Digital Image Creation & Editing
 - a. Perspective Grid in Illustrator
 - b. Monday Night Football Ad using Photoshop
 - c. Creature Concept Design - Modifying a Portrait
 - d. Scan and colorize a hand-drawn image using Adobe Photoshop
 - e. Custom Brushes in Illustrator
 - f. Repairing and Retouching an Image Using Adobe Photoshop
 - g. William the Freak!
 - h. Refine Edge in Photoshop
 - i. Art History Magazine Design Pages (Part 3 of 6): Jump into the Painting
 - j. Using a Graphics Tablet in Photoshop/Illustrator
 - k. Vector vs Raster
 - l. Basics, Studio Photography of Inanimate objects
 - m. Creating an Illustration using Adobe Illustrator Pen Tool
 - n. Cut it Out!
 - o. Understanding Graphic File Formats
 - p. Multiple Artboards in Illustrator
 - q. Lightning Effect in Photoshop
 - r. Creating Tiny Planets
 - s. Color and Draw in Photoshop
 - t. Creating A Seamless Textile Design
 - u. Designing and Creating an Identity Package
 - v. Digital Portrait
 - w. Where am I? Welcome to the World of Virtual Reality-Introductory Lesson (CTE)
 - x. What does it Mean? Solving Real World Issues with Images (CTE)
 - y. What do you see? Get Your Assets Together (CTE)
 - z. Now I See It: Grab Your Smartphone - Augmented Reality Culminating Lesson (CTE)
- E. Prepress: File Preparation & Proofing
 - a. Preparing Files for Press
 - b. Create an Eight Page Booklet (Good Follow-up project to Personal Traits in Text)
 - c. Me Box
- F. Printing Technologies
 - a. Got Print?
- G. Postpress: Binding & Finishing
 - a. Making a Notepad
- H. Integrated Graphics & Multimedia Production
 - a. Rhythm & Emphasis Motion Graphic



Technology Education – Graphic Communications

- b. Logo Design
- c. Logo Motion Graphic
- d. On-Line Distribution with YouTube
- e. Basic Photography Setup
- f. ABC Pix
- g. Time Travels
- h. What's that App? Introductory Lesson (CTE)
- i. Let's Break It Down-The Parts That Make the Whole (CTE)
- j. Mobile App Tutorial and Project Planning (CTE)
- k. Culminating Lesson-It's Show Time/Presentation of App (CTE)
- I. Project Management & Client Communications
 - a. Collaboration using Google Apps
 - b. The Power of a PDF in collaboration and proofing
- J. Careers in Graphic Arts Technologies
 - a. Careers in Graphic Arts
 - b. Using Social Media with Professional Portfolio
- K. Employment Portfolio
 - a. Web Image Portfolio



Evaluation: Student evaluation will be based upon attendance, the successful completion of quizzes, a midterm examination, a final examination, student presentations, and lab experiences. The percentage that each of these course components contribute to final grade is listed in the table below.

Course Component:	Percentage of Final Grade:
Quizzes	15%
Unit & Tests	15%
Homework	10%
Projects	50%
Participation	10%

CLASS COMMUNITY NORMS

The following expectations have been compiled by previous 3D Modeling & Animation classes. Students are aware that school wide rules and policies also apply, as do the computer room rules listed below.

Technology Education – Graphic Communications

STUDENTS' EXPECTATIONS OF OTHER STUDENTS

- Show RESPECT for:
 - Other people when they are talking
 - Other's personal space
 - Other's property
 - Yourself
- HELP others
- COOPERATE
- COMMUNICATE problems, needs, ideas...

STUDENT EXPECTATIONS OF THE TEACHER

- Show RESPECT for students
- COMMUNICATE with students
- Provide INDIVIDUAL HELP to everyone
- Have PATIENCE

TEACHER EXPECTATIONS OF STUDENTS

- Show RESPECT for the teacher, each other, and the equipment
- COMMUNICATE problems, needs, ideas...
- Have PATIENCE
- REQUEST HELP if you are having trouble (tutoring available)
- COOPERATE
- Be ON TIME, and ON TASK throughout each class, and don't forget Web design is an ART.



COMPUTER ROOM RULES

- No eating or drinking
- Any internet searching must be assigned and related to classroom assignments or your account will be disabled for 2 days for the first offense, 3 days for the second, and so on (this includes checking personal email).
- Do not download anything from the internet/email or put your own disk into the computers unless virus scan protection is loaded onto your computer and turned on.

Please return this sheet to Mr. Czarnecki by Friday, September 31th.

I have read and understood the requirements and policies of the Graphic Communications course..

Student name (PRINT) _____

Student signature _____

Parent name (PRINT) _____

Parent signature _____