

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

GRAPHIC DESIGN

(Formerly Commercial Art I)

GRADES 10 - 12

Date of Board Approval: April 15, 2010
Revised: November 17, 2016 (Title change only)

**CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE**

Title of Course: Graphic Design Subject Area: Art Grade Level: 10-12

Course Length: (Semester/Year): Year Duration: 50 minutes Frequency: 5 periods a week

Prerequisites: Not Applicable Credit: 1 Level: Not Applicable

Course Description/Objectives: The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of art can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical and aesthetic response.

Major Text(s)/Resources: Not Applicable

Curriculum Writing Committee: Rachel Drumheller Melissa Gallagher

Strand: 9.1 Production, Performance & Exhibition of Visual Arts		Subject Area: Graphic Design	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Render letter forms in various typography styles. • Demonstrate an understanding of typography characteristics by creating new fonts. 	<ul style="list-style-type: none"> • Teacher observation • Skill demonstration • Participation in class work • Critique • Project completion and evaluation 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Experiment with various mixed-media processes to incorporate in an original graphic design using various computer software programs. 	<ul style="list-style-type: none"> • Teacher observation • Skill demonstration • Participation in class work • Critique • Project completion and evaluation 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Render an image using vector software. • Render an original, complex design using various computer software programs. 	<ul style="list-style-type: none"> • Teacher observation • Skill demonstration • Participation in class work • Critique • Project completion and evaluation 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Render various logos using type and/or images that communicate the identity of a company or business. 	<ul style="list-style-type: none"> • Teacher observation • Skill demonstration • Participation in class work • Critique • Project completion and evaluation 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Define Gestalt Principles and identify professional logo designs that employ the Gestalt Principles. 	<ul style="list-style-type: none"> • Teacher observation • Skill demonstration • Participation in class work • Critique • Project completion and evaluation 	

Strand: 9.1 Production, Performance & Exhibition of Visual Arts		Subject Area: Graphic Design	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Demonstrate an understanding of a complex graphic design layout by combining multiple original images into a legible design layout. 	<ul style="list-style-type: none"> • Teacher observation • Skill demonstration • Participation in class work • Critique • Project completion and evaluation 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Create simple graphic designs by applying the Gestalt Principles. 	<ul style="list-style-type: none"> • Teacher observation • Skill demonstration • Participation in class work • Critique • Project completion and evaluation 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Render an image using raster software. • Render an image from observation. 	<ul style="list-style-type: none"> • Teacher observation • Skill demonstration • Participation in class work • Critique • Project completion and evaluation 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Render various logos using type and/or images that communicate the identity of a company or business. 	<ul style="list-style-type: none"> • Teacher observation • Skill demonstration • Participation in class work • Critique • Project completion and evaluation 	
C. Integrate and apply advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> • Define typography terminology including: letterforms, font, text, typeface, serif, sans serif, monospace, script, text, novelty, ascender, descender, cap line, base line, x-height, stroke, point, and weight. 	<ul style="list-style-type: none"> • Critique • Oral presentation 	

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C. Integrate and apply advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> Define and utilize various other graphic design terms appropriate for typical graphic design problems and computer software programs. 	<ul style="list-style-type: none"> Critique Oral presentation 	
D. Demonstrate specific styles in combination through the production or performance of a unique work of art.	<ul style="list-style-type: none"> Design a layout that combines at least two different processes for creating original images. 	<ul style="list-style-type: none"> Teacher observation Skill demonstration Participation in class work Critique Project completion and evaluation 	
E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.	<ul style="list-style-type: none"> Render a series of graphic design layouts that increase in complexity the use of materials or techniques. 	<ul style="list-style-type: none"> Teacher observation Skill demonstration Participation in class work Critique Project completion and evaluation 	
F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.	<ul style="list-style-type: none"> Produce a work of graphic design that is inspired by an historical or cultural source. 	<ul style="list-style-type: none"> Teacher observation Skill demonstration Participation in class work Critique Project completion and evaluation 	
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> Create a series of computer-generated images that increase in complexity and/or layers. 	<ul style="list-style-type: none"> Teacher observation Skill demonstration Participation in class work Project completion and evaluation 	

Strand: 9.1 Production, Performance & Exhibition of Visual Arts		Subject Area: Graphic Design	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments	
H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.	<ul style="list-style-type: none"> • Demonstrate an appropriate use of computer and software skills including understanding various ways of saving and storing information for a variety of purposes and/or formats. 	<ul style="list-style-type: none"> • Teacher observation • Skill demonstration • Participation in class work • Project completion and evaluation 	
H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.	<ul style="list-style-type: none"> • Demonstrate an appropriate understanding of file size resolution (print versus screen), limitations, and the issues surrounding. 	<ul style="list-style-type: none"> • Teacher observation • Skill demonstration • Participation in class work • Project completion & evaluation 	
I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	<ul style="list-style-type: none"> • Identify local, regional, and national art events. • Participate in one form of competition, exhibition or client-designer relationship. 	<ul style="list-style-type: none"> • Participation in class work • Project completion and evaluation 	
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	<ul style="list-style-type: none"> • Demonstrate an appropriate use of traditional sketching and rendering design skills using several media. 	<ul style="list-style-type: none"> • Teacher observation • Skill demonstration • Participation in class work • Critique • Project completion and evaluation 	
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	<ul style="list-style-type: none"> • Demonstrate an appropriate and legal use of scanner, computer, software and clip-art (borrowed art) technology. 	<ul style="list-style-type: none"> • Teacher observation • Skill demonstration • Participation in class work • Critique • Project completion and evaluation 	

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PA Academic Standards	Performance Indicators	Assessments	
K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	<ul style="list-style-type: none"> Collect images or information on graphic designers or design styles through contemporary technologies such as the internet and/or traditional technologies (e.g., library and photos). 	<ul style="list-style-type: none"> Teacher observation Oral and written presentation Critique Project completion and evaluation 	

Strand: 9.2 Visual Arts/ Historical & Cultural Contexts		Subject Area: Graphic Design	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments	
A. Explain the historical, cultural and social context of an individual work in the arts.	<ul style="list-style-type: none"> • Study the work of historical and modern graphic designers. • Explain the historical, cultural, and/or social context of the graphic design work. 	<ul style="list-style-type: none"> • Class discussion/participation • Oral and written presentation • Teacher observation 	
B. Relate work in the arts chronologically to historical events.	<ul style="list-style-type: none"> • Explain the historical context of various graphic design styles and their evolution. 	<ul style="list-style-type: none"> • Class discussion/participation • Oral and written presentation • Teacher observation 	
B. Relate work in the arts chronologically to historical events.	<ul style="list-style-type: none"> • Explain how various graphic works of art reflect the politics, religious views, and current technology of a particular period of time can date the work. 	<ul style="list-style-type: none"> • Class discussion/participation • Oral and written presentation • Teacher observation 	
C. Relate works in the arts to varying styles and genre and to the periods in which they were created.	<ul style="list-style-type: none"> • Explain how historical design styles can be used to create emotional values or connections to a viewer. 	<ul style="list-style-type: none"> • Class discussion/participation • Oral and written presentation • Teacher observation 	
C. Relate works in the arts to varying styles and genre and to the periods in which they were created.	<ul style="list-style-type: none"> • Select a graphic design style or period of art to use as an inspiration for an original work of graphic design. 	<ul style="list-style-type: none"> • Teacher observation • Oral and written presentation • Class discussion/participation • Project completion and evaluation 	

Strand: 9.2 Visual Arts/ Historical & Cultural Contexts		Subject Area: Graphic Design	Grade: 10-12
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D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> • Create a report or presentation on the historical or cultural meaning or effect of a work of graphic design. 	<ul style="list-style-type: none"> • Class discussion/participation • Oral and written presentation • Teacher observation 	
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.	<ul style="list-style-type: none"> • Create a report or presentation on the historical or cultural meaning or effect of a work of graphic design. 	<ul style="list-style-type: none"> • Class discussion/participation • Oral and written presentation • Teacher observation 	
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	<ul style="list-style-type: none"> • Recognize and use appropriate vocabulary related to historical works of art and social studies. 	<ul style="list-style-type: none"> • Class discussion/participation • Teacher observation 	
G. Relate works in the arts to geographic regions.	<ul style="list-style-type: none"> • Study design styles according to geographic region such as the Czech Art Nouveau style and use the techniques in designing a work. 	<ul style="list-style-type: none"> • Project completion • Critique • Project evaluation 	
H. Identify, describe and analyze the work of Pennsylvania Artists, the philosophical beliefs, history and cultural differences, traditions, themes, forms and techniques in visual arts.	<ul style="list-style-type: none"> • Identify the work of Pennsylvania graphic designers or artists. 	<ul style="list-style-type: none"> • Class discussion/participation • Oral and written presentation • Teacher observation 	

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H. Identify, describe and analyze the work of Pennsylvania Artists, the philosophical beliefs, history and cultural differences, traditions, themes, forms and techniques in visual arts.	<ul style="list-style-type: none"> Identify, discuss and analyze a graphic design campaign or slogan associated with Pennsylvania. 	<ul style="list-style-type: none"> Class discussion/participation Oral and written presentation Teacher observation 	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts	<ul style="list-style-type: none"> Given a selected graphic design work, such as a logo, students will analyze the various ideas the designer is attempting to communicate. 	<ul style="list-style-type: none"> Class discussion/participation Oral and written presentation Teacher observation 	
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts	<ul style="list-style-type: none"> Given a selected graphic design work students will analyze the cultural values and historical events that may have influenced the artist that created the work (e. g. Bauhaus Design Principles). 	<ul style="list-style-type: none"> Class discussion/participation Oral and written presentation Teacher observation 	
K. Identify, explain and analyze traditions as they relate to works in the arts	<ul style="list-style-type: none"> Analyze a graphic work with a strong regional style and discuss traditions that may have influenced it (e.g. Aubrey Beardsley's B and W illustrations and art of Japan) 	<ul style="list-style-type: none"> Class discussion/participation Oral and written presentation Teacher observation 	
L. Identify, explain and analyze common themes, forms and techniques from works in the arts	<ul style="list-style-type: none"> Compare and contrast multiple works graphic works and analyze themes, forms and techniques that may have influenced the artists (e.g. compare poster designs from several decades). 	<ul style="list-style-type: none"> Class discussion/participation Oral and written presentation Teacher observation 	

Strand: 9.3 Visual Arts/ Critical Response	Subject Area: Graphic Design	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments
A. Explain and apply the critical examination processes of works in the arts and humanities.	<ul style="list-style-type: none"> • Compare, contrast, interpret and analyze characteristics and qualities of selected graphic designs and express thoughts through discussion or in writing. 	<ul style="list-style-type: none"> • Critique • Oral and/or written presentation • Class discussion/participation
B. Determine and apply criteria to a person’s work and works of others in the arts.	<ul style="list-style-type: none"> • Using specific graphic design criteria, analyze a selected graphic design and express thoughts through discussion or in writing (e.g. analyze the functionality of a poster). 	<ul style="list-style-type: none"> • Critique • Class discussion/participation • Teacher observation
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> • Identify the graphic design styles of various graphic works based on design characteristics (e.g. classify a group of posters as Art Nouveau, Modern or Expressionism). 	<ul style="list-style-type: none"> • Critique • Class discussion/participation • Teacher observation
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary or critical response.	<ul style="list-style-type: none"> • View graphic design and typography styles from various cultures (e.g. Arabic alphabet, German Expressionism design style). 	<ul style="list-style-type: none"> • Critique • Class discussion/participation • Teacher observation
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary or critical response.	<ul style="list-style-type: none"> • Analyze and interpret with appropriate vocabulary the meaning or purpose found in various graphic designs. 	<ul style="list-style-type: none"> • Critique • Class discussion/participation • Teacher observation

Strand: 9.3 Visual Arts/ Critical Response		Subject Area: Graphic Design	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments	
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> • Read a critique or analysis about a graphic designer or design style and critically analyze and discuss the work. 	<ul style="list-style-type: none"> • Class discussion/participation • Teacher observation 	
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> • Examine and provide criticism on a graphic design in a written critique and/or describe the message that is being conveyed to the public. 	<ul style="list-style-type: none"> • Formal Critique • Class discussion/participation • Teacher observation 	
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> • Consider the social context of a graphic design and write a critical response and/or describe the message that is being conveyed to the public. 	<ul style="list-style-type: none"> • Formal Critique • Class discussion/participation • Teacher observation 	
F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.	<ul style="list-style-type: none"> • Compare and contrast the meaning of various designs at the time they were created to their meaning in the present and/or analyze how they have evolved (e.g. Betty Crocker). 	<ul style="list-style-type: none"> • Formal Critique • Class discussion/participation • Teacher observation 	
G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	<ul style="list-style-type: none"> • Analyze various historical graphic designs based on their commercial success (e.g. political or ad campaign posters). • Read and/or discuss a critical analysis of an ad campaign. 	<ul style="list-style-type: none"> • Formal Critique • Class discussion/participation • Teacher observation 	

Strand or Unit: 9.4 Visual Arts/ Aesthetic Response	Subject Area: Graphic Design	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments
<p>A. Evaluate an individual’s philosophical statement on a work in the arts and its relationship to one’s own life based on knowledge and experience.</p>	<ul style="list-style-type: none"> • Examine a statement or interview about a designer or design style and relate it to one’s own life experience and/or the process of designing. 	<ul style="list-style-type: none"> • Participation in class discussion • Oral/written response • Teacher observation
<p>B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.</p>	<ul style="list-style-type: none"> • Analyze graphic designs or styles and evaluate the effect they have on an individual, society or consumer target group. 	<ul style="list-style-type: none"> • Participation in class discussion • Oral/written response • Teacher observation
<p>C. Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response.</p>	<ul style="list-style-type: none"> • Interpret the meaning or message of a design viewed in different environments (e.g. individual product or public place or mass media). 	<ul style="list-style-type: none"> • Participation in class discussion • Oral/written response • Teacher observation
<p>D. Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>	<ul style="list-style-type: none"> • Read a graph design’s intent statement or designer’s interview and respond to the philosophical position of the design/designer. 	<ul style="list-style-type: none"> • Participation in class discussion • Oral/written response • Teacher observation

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)