

DISTRICT OFFICE USE ONLY: KHSD COURSE CODE #: _____ **APPROVED BY BOARD:** _____
KHSD Career Technical Education Course of Study

Media Arts 1

DATE: 8/4/2016

INDUSTRY SECTOR: Arts, Media, and Entertainment
 Manufacturing and Product Development

PATHWAY: Design, Visual, and Media Arts
 Graphic Production Technology

CBEDS TITLE: Introduction to Graphic Arts

CBEDS Code: 5621

HOURS:	Total	Classroom	Laboratory/CC/CVE
	180 hours	180 hours	

JOB TITLE	ONET CODES	JOB TITLE	ONET CODES
Graphic Designer	27-1024.00	Desktop Publisher	43-9031.00

COURSE DESCRIPTION:

This introductory level Career Technical Education course is the first course in a sequence of three courses offered in the Media Arts career pathway program in the KHSD.

Media Arts 1 is strategically planned to teach students the basic principles and elements of art by requiring students to solve graphic design problems and create original artistic compositions to demonstrate their creative competence. Students use traditional hand drawing, sketching and industry standard software (Adobe Photoshop, Illustrator, In-Design) as tools to create original illustrations and layouts.

The course endeavors to provide students entry-level skills in the graphic arts field and begin the process of acquiring career related technical and soft skills. Students learn specific information about the graphic arts industry through industry speakers and individual career research. Industry partners have regular input into the course curriculum to ensure relevance. Students are required to complete a basic resume and explore their aptitudes, interest, skills, abilities and personal qualities. Post-secondary educational possibilities are also researched.

Emphasis in this course includes development of visual knowledge, creative expression, and ability to apprise and recognize aesthetic quality in graphic media. Students are required to use the critique process to assess and evaluate their and their peer’s designs.

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Collaboration and communication is integrated into the course design and curriculum through interactive lessons and project based learning assignments. Students learn that visual arts have a long history as a universal language that is common to different cultures. Students will make connections between the artistic principles of design and other forms of art like painting, sculpture, music, dance, photography, and motion graphics, etc...

Students work is compiled in a web based digital portfolio and samples are printed and mounted to the instructor's specifications. The portfolio is also used as an assessment vehicle for application to art schools and employment seeking.

PREREQUISITES:

High School Name:	Site Prerequisite:
<i>Centennial High</i>	NONE
<i>Stockdale High</i>	NONE

A – G APPROVAL: **Yes** **No** **Desired** **APPROVAL AREA:** _____

DUAL ENROLLMENT:

High School Name:	College Name:	College Course Title:	DE:

LEVEL: **Introductory** **Concentrator** **Capstone**

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METHOD OF STUDENT EVALUATION and ASSESSMENT:

Both formative and summative assessments will be utilized in this course. Student progress is assessed through planned “spot checks” and includes a culminating assessment at the conclusion of each unit. These include a research paper and verbal class presentation that are assessed using a 5 point rubric. Assessment procedures also consist of class participation and feedback of class discussions and the critique process. Additional assessment procedures will be implemented adaptably based on student achievement. Alternate assessments are provided as a form or remediation as needed. Below is a list of assessments used in the course.

Sketch Books Written reflections Polls and Response Sheets Self, Peer, and Group Critique Self Reporting Teacher Observation	Quizzes Tests Design Projects Research Projects Aptitude and personality assessments Debriefing	Written Essay Verbal Presentation Portfolios End of Course Surveys Rubrics Alternative Assessments
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Grading

Your grade will be determined using three factors:

1. Class Participation and Critiques – 20% (through contribution of class discussion, including attendance of critiques)
2. Test and outside class assignment – 30% (Quizzes, homework, and reading)
3. Quality of finished work – 50% (demonstrated understanding of assignments)

**The grade scale consists of solid grades & a 5 point rubric (i.e. A, B, C, D,F corresponding to 5,4,3,2,1)
 A 100-90 B 89-80 C 79-70 D 69-60 F 59-0**

A Excellent work, demonstrating an understanding of the problems assigned; all work completed and turned in on time; participation in critiques; one or no unexcused absences during assignment or project.

B Very good work, demonstrating an understanding of most of the problems assigned; participation in critiques; most work completed and turned in on time; no more than 2 unexcused absences.

C Average work, exhibits some lack of understanding of the problems assigned; some participation in critiques; no more than 2 missing assignments; no more than 3 unexcused absences.

D Poor work, exhibits little understanding of the problems assigned; lack of participation in critiques; 3 or more missing assignments; more that 4 unexcused absences.

F Very poor work, exhibits very little understanding of the problems assigned;

METHOD OF INSTRUCTION:

Instructional Strategies: Formative and summative assessment Direct instruction Anticipated Set Guide Practice	Modeling Note taking Digital/ online research Peer Teaching
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Compare and Contrast Decision Making Group work Online assessments Rubrics for evaluation Vocabulary Guest Speakers	Goal Setting Self-assessment Summarizing Information problem solving skills General Problem Solving Skills Response Sheets
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REQUIRED TEXT:

Visual Quickstart Guide, Illustrator CC for Windows and Macintosh
 2014 Release
 by Elaine Weinmann and Peter Lourekas
 Peachpit Press; © 2015
 ISBN 13: 978-0-13-398703-4 ISBN 10: 0-13-398703-5
 \$12.99 - \$39.99, BC bookstore, Amazon.com, chegg.com, half.com

SUPPLIMENTAL MATERIALS:

Before and After Magazine
<http://www.bamagazine.com>

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

California Department of Education CTE Standards website: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

**Arts, Media, and Entertainment
 KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS**

1.0 Academics

WHSST- Writing Standards for Literacy in History/ Social Science and Technical Subjects
F-LE- Linear, Quadratic and Exponential Models
S-IC – Making Inferences and Justifying Conclusions
S-ID- Interpreting Categorical and Quantitative Data
SEP- Scientific and Engineering Practices
CC- Cross Cutting Concept
ETS- Engineering, Technology and the Application of Science
AD- Principles of American Democracy

WHSST	F-LE	SEP	ETS1.A	AD
11-12.1	1	1, 3, 4, 7, 8	ETS1.B	12.2
11-12.2			ETS1.C	12.4
11-12.6	S-IC	CC		
11-12.7	1, 3,	3,		
11-12.8				
11-12.9	S-ID			
	1			

2.0 Communications

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.

4.0 Technology

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

5.0 Problem Solving and Critical Thinking

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

6.0 Health and Safety

- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Set up a work area, or shop, to avoid potential health concerns and safety hazards
- 6.6 Demonstrate how to prevent and respond to work-related accidents or injuries and emergencies.
- 6.7 Maintain a safe and healthful working environment.

7.0 Responsibility and Flexibility

- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.

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8.0 Ethics and Legal Responsibilities

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

9.0 Leadership and Teamwork

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

10.0 Technical Knowledge and Skills

- 10.1 Interpret and explain terminology and practices specific to the Manufacturing and Product Design sector.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.

11.0 Demonstration and Application

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Manufacturing and Product Design sector program of study.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

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CR = Classroom LAB/CC = Laboratory/Shop/Community Classroom

I.	Course Introduction	CR	LAB/ CC	STANDARDS
	Orientation Application of Graphic Arts to industry Attendance and work habits Grading policies Safety Related Information Policies, Procedures and Regulations Work atmosphere and class rules Explanation of group and management leadership Reading, writing, and other class assignments Critical thinking and problem solving techniques- The Big 6	12		Academic: CTE Anchor: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 8.1, 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 10.2, CTE Pathway: A14.1,
II.	Career Overview and Exploration	CR	LAB/ CC	STANDARDS
	Identify and research a variety of career options in the visual communications and multimedia design field Identify the educational requirements for various careers in the field Identify elements of a professional portfolio for the field Identify ways in which this field can be used in business Portfolio's or job seeking Career Technical Education Student Organizations Professional Associations and Trades related information	18	3	Academic: WHSST 11-12.1 11-12.2 11-12.6 11-12.7 11-12.8 11-12.9 S-ID 1 SEP 1, 3, 4, 7, 8 AD 12.2 CTE Anchor: 2.4, 2.5, 3.1, 3.2, 3.3,3.8, 5.1, 5.2, 5.3, 5.4 7.1, 7.1, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 8.1, 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, 9.6, 9.7, 10.1, 10.2, 10.3, 10.4 CTE Pathway: A14.1,

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III.	Size and scope of the Graphic Arts Industry	CR	LAB/ CC	STANDARDS
	Definition and significance Historical developments Career Technical Education Student Organizations Professional Associations and Trades related information Job outlook Software	12	3	Academic: S-IC 1, 3, AD 12.2 CTE Anchor: 3.4, 3.6, 8.1, 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 10.1, 10.2, 10.3, 10.4 9.1, 9.2, 9.3, 9.4, 9.6, 9.7, CTE Pathway: A14.1,
IV.	Visual Literacy	CR	LAB/ CC	STANDARDS
	Define and use line, space, shape, texture, size, value, and color Define and use the principles of unity, emphasis, balance, and rhythm Apply elements of a good layout, including communication, organization, and attractiveness Apply principles of digital technology Evaluate/critique the effectiveness of visual	35	3	Academic: CC 3, CTE Anchor: 10.1, 10.2, 10.3, 10.4 CTE Pathway: A1.1, A1.2, A1.3, A1.4
V.	Conceptual Design Process	CR	LAB/ CC	STANDARDS
	Identify elements of design specifications for customers Explain the importance and use of brainstorming and research Apply knowledge of thumbnails and storyboards Contrast the elements of rough and final art Proof documents and other projects Prepare Artwork for prepress phase File types and sizes	32	4	Academic: F-LE 1 CC 3, ETS1.A ETS1.B ETS1.C

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				CTE Anchor: 2.2, 2.3, 2.5, 2.6 4.1, 4.2, 4.3, 4.4 5.1, 5.2, 5.3, 5.4 7.1, 7.1, 7.3, 7.4, 7.5, 7.6, 10.1, 10.2, 10.3, 10.4 CTE Pathway: A3.1, A3.2, A3.3, A3.4, A3.5 A4.1, A4.2, A5.1, A5.2, A5.3, A6.1, A6.2
VI.	Color Theory	CR	LAB/ CC	STANDARDS
	Apply basic principles of color, including primary, secondary, and tertiary colors Explain and apply additive and subtractive color principles Apply correct usage of RGB, CMYK, and spot color Identify characteristics of color (tint, hue, saturation, shade, and value) Select appropriate color involving the psychology of color	22	3	Academic: CTE Anchor: 10.1, 10.3, CTE Pathway: A2.1, A2.2, A2.3, A5.1, A5.2, A5.3, A6.1, A6.2
VII.	Typography	CR	LAB/ CC	STANDARDS
	Demonstrate knowledge of typographic terminology Explain the anatomy of type Identify characteristics of type styles and families Explain and appropriately use various type measurements and tools Identify and use proofreader's marks 3 Diagnose typography problems (kerning, tracking, leading) Identify and distinguish between special characters Choose and apply appropriate typeface per various jobs Differentiate between various type fonts (true type, open type, post script)	27	3	Academic: CTE Anchor: 10.1, 10.2, 10.3, CTE Pathway: A6.1, A6.2

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VIII.	Illustration and Drawing	CR	LAB/ CC	STANDARDS
	<p>Hand Drawing- Perspective and Value 5 Blocks Overlapping Blocks Hyper Blocks Value Scale and Value Drawing Sketching</p> <p>Computer Vector Illustration Perspective Illustration using Vector based software Tracing Drawing by Eye Logo Creation Character Development Advance Illustration Techniques</p>	22		<p>Academic:</p> <p>CTE Anchor: 10.1, 10.2,</p> <p>CTE Pathway: A3.1, A3.2, A3.3, A3.4, A3.5 A4.1, A4.2, A6.1, A6.2</p>