

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Art
COURSE TITLE: Digital Graphic Design
GRADE LEVEL: 9-12
PREREQUISITES: Students must have taken Art Explorations and Photography, and have gotten a C or better in each as well as a C or better in any other art class taken.
Written approval by the instructor must be given for any appeals to the contrary.

COURSE DESCRIPTION:

This course is on the fundamental principles and techniques for effective visual composition in print or multimedia applications for Graphic Design. Students will learn the art of applying good design to various forms of visual communications. By working individually and in small groups students will be asked to creatively solve design problems using hands-on and digital activities/projects. Students will learn to control color, type, symbols, images, and photography to inform, persuade and visually entice the viewer. Students will learn techniques for creating, revising, and producing images using Adobe Photoshop.

CONTENT STANDARDS AND COURSE BENCHMARKS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Digital Graphic Design should be able to . . .

Content Standard I. Understand and apply media, techniques, and processes.
Benchmarks:
Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Content Standard II. Use knowledge of structures and functions.
Benchmarks:
Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
Evaluate the effectiveness of artworks in terms of organizational structures and functions.
Create artworks that use organizational principles and functions to solve specific visual arts problems.

Content Standard III. Choose and evaluate a range of subject matter, symbols, and ideas.



Benchmarks: Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Content Standard IV. Understand the visual arts in relation to history and cultures.

Benchmarks: Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Content Standard V. Reflect upon and assess the characteristics and merits of their work and the work of others.

Benchmarks: Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Content Standard VI. Make connections between visual arts and other disciplines.

Benchmarks: Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Content Standard VII. Understand and apply current digital technology.

Benchmarks: Utilize technology as a creative tool to create an artwork.
Utilize technology in order to conduct visual research.



**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Art
COURSE TITLE: Digital Graphic Design
GRADE LEVEL: 9-12
PREREQUISITES: Students must have taken Art Explorations and Photography, and have gotten a C or better in each as well as a C or better in any other art class taken.
Written approval by the instructor must be given for any appeals to the contrary.

CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS:

Standard I: Understand and apply media, techniques, and processes. The students in Digital Graphic Design Art should be able to . . .

Benchmark: Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Indicators: Use Adobe Photoshop, Adobe Illustrator, digital cameras, public domain web images, PowerPoint, Scanners, Moodle, and worksheets provided by the instructor to solve instructor driven problems visually.

Assessments: In-Process Verbal Critique
Self-Reflection
Formal Rubric Evaluation

Benchmark: Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Indicators: Create original graphic works of increasing complexity and with increased skill using a variety of design programs and techniques.

Assessments: Rubric
Digital Portfolio

Standard II. Use knowledge of structures and functions. The students in Digital Graphic Design Art should be able to . . .

Benchmark: Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.



Indicators: Create a digital design that effectively advertises a product or advertises an event.

Assessments: Rubric
Informal Assessment

Benchmark: Evaluate the effectiveness of artworks in terms of organizational structures and functions.

Indicators: Create original design works of increasing complexity and with increased skill using a variety of design techniques.

Assessments: Informal Assessment
In-Process Verbal Critique
Self-Reflection

Benchmark: Create artworks that use organizational principles and functions to solve specific visual arts problems.

Indicators: Demonstrate an increase in skill and understanding in the art elements already presented in Art Explorations.

Assessments: Informal Assessment
Formal Rubric Driven Assessment

Standard III. Choose and evaluate a range of subject matter, symbols, and ideas. The students in Digital Graphic Design Art should be able to . . .

Benchmark: Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Indicators: Analyze professional graphic designers and their methods and then apply them to their own work.

Assessments: Informal Assessment

Benchmark: Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Indicators: Be aware of the influence of past generations and apply these to their artwork.

Assessments: In-Process Verbal Critique
Self-Reflection

Standard IV. Understand the visual arts in relation to history and cultures. The students in



Digital Graphic Design Art should be able to . . .

Benchmark: Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

Indicators: Identify differences found in examples of graphic designs from different historical periods and/or cultures.

Assessments: Class Discussions
Verbal Assessment

Benchmark: Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

Indicators: Identify and analyze add designs from different cultures, times, and places.

Assessments: Research based project
Class Discussions
Verbal Assessment

Benchmark: Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Indicators: Use specific advertisements as inspiration for their own works

Assessments: Oral critique: students will participate in class discussion and critique of their pieces and the work of others.

Standard V. Reflect upon and assess the characteristics and merits of their work and the work of others. The students in Digital Graphic Design Art should be able to . . .

Benchmark: Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Indicators: Examine and critique graphic arts from professionals around the world and then apply it to their own work.

Assessments: Written critique.
Class Discussions

Benchmark: Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.



Indicators: Portfolios include examples of design that attempt to replicate the style of famous graphic designers and cultural influences.

Assessments: Formal Rubric
Self Assessment

Benchmark: Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Indicators: Participate in group critiques and change aspects of their work before turning it in.

Assessments: Collaborative Critiques
Informal Assessment

Standard VI. Make connections between visual arts and other disciplines. The students in Digital Graphic Design Art should be able to . . .

Benchmark: Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Indicators: Make connections to the comparisons, given by instructor, to other disciplines during class instruction.

Assessments: Informal Assessment

Benchmark: Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Indicators: Create projects that represent cultural or historical themes such as family, love, justice, poverty, and/or make images of local events or celebrations.

Assessments: Project based assignments
Formal Rubric

Standard VII. Understand and apply current digital technology. The students in Digital Graphic Design Art should be able to . . .

Benchmark: Utilize technology as a creative tool to create an artwork.

Indicators: Exhibit basic knowledge of image searches, digital software, digital cameras, scanners.

Assessments: Informal Assessment

Benchmark: Utilize technology in order to conduct visual research.



Indicators: Show proficiency in image searches, academic database searches, and navigating the Internet efficiently.

Assessments: Research based Internet projects.
Online projects

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

