



### **Course Description**

This single-semester elective course will introduce students to graphic design. Graphic designers work with drawn, painted, photographed, or computer-generated images (pictures), but they also design the letterforms that make up various typefaces found in movie credits and TV ads; in books, magazines, and menus; and even on computer screens. Graphic designers create, choose, and organize these elements—typography, images, and the negative space around them—to communicate a message. Design informs, persuades, organizes, stimulates, locates, identifies, attracts attention, and provides pleasure. Students will complete course work using Adobe Creative Suite software (mostly InDesign and Photoshop) in a dedicated Macintosh publications lab. Understanding the role of graphic design in a socially responsible context is emphasized equally with the student's individual artistic growth. The course is open to students at all grade levels.

### **Essential Understandings**

- The basic principles of communication design, which operate across all disciplines and human cultures
- The basics of the Macintosh computer and Adobe software Creative Suite, the worldwide industry standard for graphic design
- Effective processes for conception, execution, and analysis of graphic design solutions
- The importance of clarity, accessibility, appropriateness, and benefit in graphic design solutions
- This course reflects a discipline-based art education involving critique, production, art history, and aesthetics.

### **Foundations of Learning Academic Skills**

As this class will have mixed grade levels, the skill expectations will also vary. Skills we will address in class through project work are:

- Creativity: develop sensitivity to aesthetics
- Awareness: identify preferred learning styles and personal values, foster curiosity, emergence of passions, healthy skepticism
- Research: cite all sources, introduce and explore primary and secondary sources (Web and non-Web)
- Problem Solving: use inductive and deductive reasoning to solve problems, use critical thinking to make data-based conclusions
- Technology: learn cross-platform skills combining media source, scan, pdfs and graphs (images)

### **Supplies & Methods**

Both conceptual and literal understanding of design principles will be developed through exercises and projects with both traditional mark-making tools and newer mark-making tools (the computer). We will work at times in small groups, other times very individually. Learning occurs through practice, and increased observation skills. Participation in class and the completion of daily homework is crucial to keep up with progressively more advanced projects.

#### **Supplies**

- A sketchbook/journal for writing and drawing (the campus store has a variety)
- A 3-ring binder (or a section of a larger binder)
- A package of 5 sheets of 11 x 14" mat board (available from the campus store)

#### **Methods**

- Writing, research, reflection, and analysis will be ongoing activities, both in class and out of class
- Students are expected to draw and/or paint to the best of their ability. Drawing skills will improve with practice. Computer use is only one part of the technology of graphic design.
- A mix of short- and long-term projects comprise the course
- A weekly cumulative grade is given each long-block class day, when observation sheets and journaling from TED are due. No late assignments are accepted and a zero will be given if the out of class work is not ready.

- A participation cumulative grade is given from daily points received.

### **Text**

There is no single course textbook, but you are responsible for managing the handouts given, using online resources as assigned, and using the classroom and library resources per assignment.

### **Homework Policy**

Due weekly on long block day: Three observations/journal entries and viewing and a written reflection about a different [www.TED.com](http://www.TED.com) presentation. Sometimes these will be replaced by another kind of research, per assignment. No late assignments are accepted and a zero grade will be given this work is not ready.

### **Expectations**

- Participate! The visual arts are very related to the performing arts and all points of view are valuable, but if you don't share yours, no one will benefit.
- No food or drink, ever, in the lab and clean hands on keyboards. School computers cannot be exposed to grease, food, or drink spills.
- Follow protocol for keeping work organized both on computer and in notebook. At mid-term, notebooks will be collected and assessed.
- Complete all assignments on time to the best of your ability
- Be yourself without doing harm to anyone or anything. Respect for all members of the NHS community, as well as proper care of materials and the labs lab is expected.
- When absent, make-up work is the student's responsibility. You will have the same number of days missed to make up the work.
- Extra help is available upon request around the dinner hour, with 24 hours notice preferred

### **Assessment**

20%	Final exam (per school requirement)
40%	Homework and sketchbook/binder use and organization
40%	Participation (every day you will receive a point grade from 0 to 3. Total points accumulated will determine your participation grade)
	0 = detracting behavior
	1 = observing and paying attention but no voluntary participation
	2 = contributing through voluntary participation
	3 = leading and modeling active participation to others

Final grades will drop one level for each unexcused absence. Extra credit work can be negotiated.

### **WEEKS 1 & 2      SEPTEMBER 14 – 25**

Introductions! What is design? Communication and personality.

Learning to perform expected homework: use Observation Sheets and sketchbooks. Learning to journal. How [www.ted.com](http://www.ted.com) works.

History of graphic design/media messaging, part 1: from Lascaux caves to Garamond

Use pencils, make rubbings for type scavenging, make writing implements.

Doing visual research on the internet, "scavenging" with screen shots

Learn about image resolution and sizing for end use

Inventory of logos/symbols on clothing: defining a logo/symbol

*Possible field trip to Canterbury Shaker Village print shop*

Handouts: Building blocks of design, observations, feelings, what is graphic design.

View Helvetica movie and various video portraits of designers and propaganda

**WEEK 3**                      **SEPTEMBER 28 – OCTOBER 3**

*Possible field trip to Canterbury Shaker Village print shop*

First Project: Use paints and big paper, design bingo, learn how to scan images  
Defining audience, experience, knowing (rational objective + existential aim) and the differences of persuasion, informing, and entertaining the audience.

Intro to Adobe Creative Suite programs InDesign, Illustrator, and Photoshop

Handouts: Basics of InDesign; Mac cheatsheet

**WEEK 4**                      **OCTOBER 5 – 9**

History of graphic design/media messaging, part 2: the industrial revolution

Using InDesign and Photoshop; Toolbox explorations, typography and type on a path

Handout: anatomy of a typeface

Drawing typefaces with pencil

Second project: Name project

**WEEK 5**                      **OCTOBER 12 – 17**

History of graphic design/media messaging, part 3: Garamond to Helvetica

Demonstrate pen tool and tablet option for direct drawing in computer

Complete and mat name project for gallery show

Notebook check/grade

**WEEK 6**                      **OCTOBER 19 – 24**

Photography (connotation, denotation) and cropping images for meaning  
Illustration

Third project: “Found” type: Create typography word pictures from your “mind map of gratitude”

Handouts: anatomy of a typeface, cropping photos

**WEEK 7**                      **(LONG WEEKEND) OCTOBER 28 – 30**

History of graphic design/media messaging, part 4: techniques for attention, one-way vs. interactive communication

Fourth project: Start research for wordless story project. One graph minimum to be constructed and included.

**WEEK 8**                      **NOVEMBER 2 – 7**

Wordless story project all week.

*Possible field trip to Currier Museum in Manchester*

**WEEK 9**                      **NOVEMBER 9 – 13**

Ad analysis, color palettes from ads with Color-Aid soft transitions

Creating shapes and layers in InDesign and Photoshop

**WEEK 10**                      **NOVEMBER 16 – 20**

Final project: Ted Stiles’ brochure for kayaking/climbing programs

**WEEK 11**                      **THANKSGIVING BREAK**

**WEEK 12**                      **DECEMBER 1 – 5**

Select work to revise and mat (5 pieces)

**WEEK 13**                      **DECEMBER 7 – 12**

Select work to revise and mat (5 pieces)

**WEEK 14: final exam**                      **DECEMBER 14**