

Graphic Design Pacing

Scope & Sequence

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| Course Name: Graphic Design and Illustration I TSDS PEIMS Code: 13008800 | | Course Credit: 1.0 Course Requirements: Recommended for Grades 10-12. Prerequisites: None Recommended Prerequisites Principles of Arts, Audio/Video Technology and Communications. Recommended Corequisites: Graphic Design and Illustration I Lab. |
| Course Description: Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. | | |
| NOTE: This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | |
| Total Number of Periods Total Number of Minutes Total Number of Hours | 175 Periods 7,875 Minutes 131.25 Hours* | *Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. |
| Unit Number, Title, and Brief Description | # of Class Periods* (assumes 45-minute periods) Total minutes per unit | TEKS Covered 130.106. (c) Knowledge and Skills. |
| Unit 1: Professional Standards and Employability Skills Students will begin the course by learning and/or reviewing and discussing professional standards and employability skills, effective critical thinking and problem solving strategies, interpersonal skills, positive work behaviors and appropriate work habits, and time-management skills. Students will further develop and demonstrate these skills and | 10 periods 450 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) identify training, education, or certification for employment; (B) demonstrate positive work behaviors and personal qualities needed to be employable; (D) maintain a career portfolio to document work samples; and |

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| <p>attributes throughout the course. In small groups and/or in other classroom activities, students will use appropriate technology to research and discuss career portfolios, entrepreneurship, training, education, or certification opportunities, and technical skills necessary for a successful career in graphic design. As a culminating activity for the unit, students will review exemplary examples of career portfolios and discuss and plan for the course portfolio requirements.</p> | | <ul style="list-style-type: none"> (E) examine employment opportunities in entrepreneurship. (4) The student understands and examines problem-solving methods. The student is expected to: <ul style="list-style-type: none"> (A) employ critical-thinking skills independently and in groups; and (B) employ interpersonal skills in groups to solve problems. (10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks. |
| <p>Unit 2: Ethical Conduct and Critical-Thinking Skills</p> <p>Students will explore, identify, and explain ethical decision making and laws regarding use of technology in graphic design and illustration, including copyright laws relevant to fair use and acquisition, intellectual property, and proper etiquette and knowledge of acceptable use policies. Students will also research and analyze the impact of the advertising and visual communication design industry on society, and discuss their findings in small groups, brief presentations, and/or in other classroom activities. Students will demonstrate their understanding of business and personal ethics and ethical responsibilities in classroom activities and/or decision-making scenarios/occupational tasks.</p> | <p style="text-align: center;">20 periods 900 minutes</p> | <ul style="list-style-type: none"> (4) The student understands and examines problem-solving methods. The student is expected to: <ul style="list-style-type: none"> (A) employ critical-thinking skills independently and in groups. (9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to: <ul style="list-style-type: none"> (A) exhibit ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas; (B) discuss and apply copyright laws in relation to fair use and acquisition; (C) model respect for intellectual property; (D) demonstrate proper etiquette and knowledge of acceptable use policies; and (E) analyze the impact of the advertising and visual communication design industry on society. |

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| <p>Unit 3: Academic and Technical Skills</p> <p>Students will explore, discuss, and demonstrate mathematics and language arts knowledge as well as technical skills required for a successful career in graphic design. Students will be given multiple opportunities to learn, demonstrate and apply relevant technical and academic skills in-context as they demonstrate occupational tasks, participate in course activities, and complete their assignments. In this unit, students will use appropriate technology to research art and design career opportunities and qualifications, and demonstrate/apply appropriate academic and technical skills to present their findings using writing, publishing, and presentation applications.</p> | <p>20 periods 900 minutes</p> | <p>(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:</p> <p>(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and</p> <p>(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations.</p> <p>(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects.</p> <p>(11) The student develops an increasing understanding of graphic design and illustration. The student is expected to research art and design career opportunities and qualifications.</p> |
| <p>Unit 4: Art and Design Project</p> <p>Students will use appropriate technology and/or assigned materials to research the history and evolution of art and design and design systems and related fields. After their research is completed, students will apply English language arts knowledge and skills to write and complete a research project presentation with the correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology. Student projects will explain the history of visual arts and design and design systems, show an understanding of general characteristics in artwork from a variety of cultures, and</p> | <p>25 periods 1,125 minutes</p> | <p>(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:</p> <p>(A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents.</p> <p>(6) The student understands design systems. The student is expected to analyze and summarize the history and evolution of related fields.</p> <p>(12) The student researches the history and evolution of art and design. The student is expected to:</p> <p>(A) explain the history of visual arts and design;</p> <p>(B) understand general characteristics in artwork from a</p> |

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| <p>include a comparison of current visual arts technologies with historical technologies.</p> | | <p>variety of cultures; and (C) compare current visual arts technologies with historical technologies.</p> |
| <p>Unit 5: Communication Skills and Cyber Safety</p> <p>Students will use appropriate technology and/or assigned materials to learn and/or review relevant cyber safety procedures. Students will also learn and/or review parliamentary procedure, and conduct and participate in a class meeting regarding how to employ teamwork and conflict-management skills, leadership skills, and professional communications strategies as well as how to employ and monitor appropriate cyber security measures. In small groups and/or in other classroom activities, students will then work together to learn, observe, explain, and demonstrate relevant safety procedures and personal precautions. Students will employ constructive mentoring and leadership skills as/when appropriate.</p> | <p>15 periods 675 minutes</p> | <p>(3) The student understands professional communications strategies. The student is expected to: (E) apply active listening skills; and (F) listen to and speak with diverse individuals.</p> <p>(7) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.</p> <p>(8) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to: (A) employ leadership skills; (B) employ teamwork and conflict-management skills; (C) conduct and participate in meetings; and (D) employ mentoring skills.</p> |
| <p>Unit 6: Understanding and Critiquing Artistic Design</p> <p>Students will use appropriate technology, examples, and/or assigned materials to learn and/or review how to conduct appropriate oral or written critiques of designs. Students will also learn and/or review how to interpret, evaluate, and justify design decisions, apply a critical method of evaluation, communicate an oral or written defense, and evaluate oral or written feedback. In small groups and/or</p> | <p>30 periods 1,350 minutes</p> | <p>(3) The student understands professional communications strategies. The student is expected to: (E) apply active listening skills; (F) listen to and speak with diverse individuals.</p> <p>(13) The student conducts oral or written critiques of designs. The student is expected to: (A) interpret, evaluate, and justify design decisions; (B) apply a critical method of evaluation; (C) communicate an oral or written defense; and (D) evaluate oral or written feedback.</p> |

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| <p>in other classroom activities, students will then work together to practice and demonstrate effective and appropriate critiques. Students will apply active listening skills as they listen to and appropriately speak with diverse individuals. Students will model and demonstrate an understanding of artistic design as they analyze and apply art elements and principles in their critiques of photographic works, multimedia applications, and digital and/or print media.</p> | | <p>(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.</p> |
| <p>Unit 7: Creative Design Process</p> <p>Students will be given multiple opportunities to observe, learn, and apply creative design process to create original two- or three-dimensional projects as well as how to apply printing concepts. Students will work together and/or individually to create designs for defined applications, to apply elements of design, design principles, typography, and color. After discussion and review of the creative design process and unit assignment requirements, students will demonstrate anatomical figure drawing, demonstrate drawing in one-point, two-point, and multi-point perspective, and the use of good composition. Students will then create a project by applying color, and apply printing concepts to their completed project. . Student projects will demonstrate an understanding of artistic design and art elements and principles.</p> | <p style="text-align: center;">30 periods 1,350 minutes</p> | <p>(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.</p> <p>(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:</p> <ul style="list-style-type: none"> (A) create designs for defined applications; (B) apply elements of design; (C) apply design principles and typography; (D) use good composition; (E) demonstrate anatomical figure drawing; (F) demonstrate drawing in one-point, two-point, and multi-point perspective; (G) create a project by applying color; and (H) apply printing concepts. |

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| <p>Unit 8: Design Presentations and Course Culminating Activities</p> <p>Students will use organized and professional communications strategies to present completed course design and career portfolio projects in formal and informal presentations. Students will exhibit public relations skills as they provide each other with constructive feedback and observations. Students will also participate in mock interviews both as job applicants and as potential graphic design industry employers, as well as create and/or participate in various scenarios that demonstrate skills related to seeking and applying for employment, entrepreneurship, appropriate workplace conduct, and personal application of workplace ethics. As part of these mock interviews and potential workplace scenarios, students will demonstrate an ability to communicate with diverse individuals as well as effective, active listening and communication skills.</p> | <p>25 periods 1,125 minutes</p> | <p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify and participate in training, education, or certification for employment; (B) identify and demonstrate positive work behaviors and personal qualities needed to be employable; (C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job; (D) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples; and (E) examine employment opportunities in entrepreneurship. <p>(3) The student understands professional communications strategies. The student is expected to:</p> <ul style="list-style-type: none"> (A) adapt language such as structure and style for audience, purpose, situation, and intent; (B) organize oral and written information; (C) interpret and communicate information; (D) deliver formal and informal presentations; (E) apply active listening skills; (F) listen to and speak with diverse individuals; and (G) exhibit public relations skills. |
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