

**~~Mississippi Department of Education
Office of Curriculum and Instruction~~**

~~Course Title: Graphic Design I~~

~~Grade Level: 9, 10, 11, 12~~

~~Carnegie Unit: ½~~

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Graphic Design I

Competencies and Suggested Objectives

1. ~~Research copyright rules, regulations, and issues related to graphics and images produced by others, and original work, and adhere to those rules and regulations when developing work.~~ DOK 2, WDC1, WDC2, WDC3, WDC4, WDC6, WDC7, WDC8, WDC9, WDC10, AVT1
 - a. ~~Define terms related to copyright rules, regulations, and issues related to graphics and images produced by others, and original work.~~
 - b. ~~Research copyright laws related to graphics, images, and other original work.~~
 - c. ~~Give examples of copyright violations related to trademark, symbols, length of time, and public domain.~~
 - d. ~~Prepare images and video for Web and print that meet copyright guidelines.~~
2. ~~Explain photography and graphic design elements.~~ DOK1, WDC1, WDC2, WDC3, WDC4, WDC6, WDC7, WDC8, WDC9, WDC10
 - a. ~~Identify safety and proper use of equipment related to photography.~~
 - b. ~~Identify the basic components of a digital camera and photography related terms.~~
3. ~~Use photo editing software to create and edit a product.~~ DOK3, WDC1, WDC2, WDC3, WDC4, WDC6, WDC7, WDC8, WDC9, WDC10
 - a. ~~Identify terminology related to the photo editing software.~~
 - b. ~~Demonstrate how to open and save an image from a digital camera and an image from a scanner in photo editing software.~~
 - c. ~~Apply the following tools of photo editing software~~
 - ~~Levels~~
 - ~~Curves~~
 - ~~Brightness~~
 - ~~Auto color correction~~
 - ~~Clone stamp~~
 - ~~Lasso~~
 - ~~Magic wand~~
 - ~~Crop~~
 - ~~Image~~
 - ~~Canvas size~~
 - ~~Transform~~
 - d. ~~Determine proper resolution for printing a photograph on a designated size of paper using photo editing software.~~
 - e. ~~Use Photomerge to create panoramic images.~~

References

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2023 Graphic Design I

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The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

Table of Contents

Acknowledgments.....	3
Standards	4
Executive Summary	5
Course Outline	6
Unit 1: Introduction to Graphic Design.....	7
Unit 2: Design Concepts and Principles.....	8
Unit 3: Graphic Design Technology Tools	9
Unit 4: Design Visualization	10
Unit 5: Raster Image Editing.....	11
Appendix: National Core Arts Standards.....	12

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Standards

Some standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to some of the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's Graphic Design I curriculum is aligned to the following standards:

National Core Arts Standards

The National Coalition for Core Arts Standards (NCCAS) developed the most recent version of the National Core Arts Standards in 2014. These standards are based on the four artistic processes of creating, performing/producing/presenting, responding, and connecting. The NCCAS has created standards around these four artistic processes for dance, media arts, music, theatre, and visual arts for pre-K through 12th grade. *National Core Arts Standards* (2014). nationalartsstandards.org

International Society for Technology in Education Standards (ISTE)

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College- and Career-Readiness Standards

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them. mdek12.org/oea/college-and-career-readiness-standards

Framework for 21st Century Learning

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. battelleforkids.org/networks/p21/frameworks-resources

Executive Summary

Course Description

Graphic Design I curriculum includes elements that will help contribute to student success in careers that include graphic design. This course provides a broad introduction to the graphic design environment by incorporating design concepts and theories, design technology tools, visualization, and raster image editing.

Applied Academic Credit

The latest academic credit information can be found at mdek12.org/ese/approved-course-for-the-secondary-schools.

Teacher Licensure

The latest teacher licensure information can be found at mdek12.org/oel/apply-for-an-educator-license.

Professional Learning

If you have specific questions about the content of any of training sessions provided, please contact the RCU at 662.325.2510.

Course Outline

One 1/2-Carnegie Unit Course

This curriculum consists of one 1/2-credit course.

Graphic Design I—Course Code: 070333

Unit	Title	Hours
1	Introduction to Graphic Design	5
2	Design Concepts and Principles	10
3	Graphic Design Technology Tools	10
4	Design Visualization	20
5	Raster Image Editing	25
Total		70

Unit 1: Introduction to Graphic Design

Competencies and Suggested Objectives
1. Define and discuss the applications of graphic design. ^{DOK2} <ol style="list-style-type: none">Define graphic design.Identify uses of graphic design in practical applications.
2. Connect the history and purpose of graphic design. ^{DOK3} <ol style="list-style-type: none">Determine the correlation between graphic design and social trends, power, equality, cultural identity, etc.
3. Explore ethical and legal issues as they relate to graphic design. ^{DOK3} <ol style="list-style-type: none">Identify safeguards for protecting intellectual property.Define fair use, licensing, and copyright.Research ethical concepts (e.g., personal use, commercial use, file sharing, photo manipulation, etc.).Investigate the effect of technology on ethical and legal decisions.

Unit 2: Design Concepts and Principles

Competencies and Suggested Objectives

1. Discuss and identify graphic design elements. ^{DOK2}
 - a. Define graphic design elements.
 - Images
 - Typography
 - Colors
 - Lines
 - Shapes
 - Textures
 - b. Examine terminology and concepts related to graphic design elements (e.g., fonts, color theories, digital photography, etc.).
2. Discuss and identify design principles. ^{DOK2}
 - a. Define design principles.
 - Balance
 - Contrast
 - Rhythm
 - Emphasis
 - Movement
 - Pattern
 - Unity
 - Positive/Negative space
 - b. Identify design principles in created work.
3. Discuss and identify design composition strategies. ^{DOK2}
 - a. Define commonly used composition techniques.
 - Rule of thirds
 - Focal point
 - Leading lines
 - Framing
 - Scaling
 - Perspective and angles
 - b. Identify composition strategies in created work.

Unit 3: Graphic Design Technology Tools

Competencies and Suggested Objectives	
1. Distinguish between graphic design programs. ^{DOK2}	
a. Explain the purpose of commonly used graphic design programs (e.g., Adobe Creative Suite/Cloud, Microsoft Office, Google applications, freeware/open source, etc.)	
b. Identify the differences between raster and vector images.	
c. Compare graphic design applications and their best uses. <ul style="list-style-type: none">• Identify industry standard and casual use programs for design purposes.	
2. Explore raster imagery. ^{DOK3}	
a. Identify raster image sources.	
b. Compare and contrast different raster image file types.	
c. Explore the management of image file quality (e.g., resolution, lossy compression, lossless compression, resampling, resizing, etc.).	
3. Explore vector imagery. ^{DOK3}	
a. Identify vector image sources.	
b. Compare and contrast different vector image file types.	
4. Compare and contrast the uses of raster and vector images. ^{DOK3}	

Unit 4: Design Visualization

Competencies and Suggested Objectives	
1. Explore layout software. ^{DOK3}	
2. Demonstrate the use of typography in the design process. ^{DOK4}	
a. Examine typography vocabulary.	
b. Distinguish between different typefaces and determine optimal usage of each.	
c. Demonstrate the use of various typography tools on a layout.	
d. Evaluate the effectiveness of fonts based on project goals.	
3. Demonstrate the use of color in the design process. ^{DOK4}	
a. Understand various color processing models (e.g., CMYK, RGB, HSB, etc.).	
b. Define color terminology (e.g., hue, saturation, grayscale, shade, tint, tone, etc.).	
c. Experiment with different color theories (e.g., analogous, monochromatic, triadic, etc.) on a layout.	
d. Evaluate the use of colors in conveying emotions/messages in graphic design.	
e. Create texture using color tools on a layout.	
4. Demonstrate the use of imagery in the design process. ^{DOK4}	
a. Demonstrate the use of lines on a layout.	
b. Demonstrate the use of shapes on a layout.	
c. Create texture using lines and shapes on a layout.	
d. Demonstrate the use of photography on a layout.	
5. Demonstrate the use of design principles in the layout process. ^{DOK4}	

Unit 5: Raster Image Editing

Competencies and Suggested Objectives
1. Explore raster image editing software. ^{DOK3}
2. Demonstrate image enhancement in raster editing. ^{DOK4} <ol style="list-style-type: none">Explore color enhancement processes (e.g., curves, highlights, midtones, shadows, etc.).Explore retouch tools used to enhance raster images.
3. Demonstrate the use of layers to perform advanced raster image editing techniques. ^{DOK4} <ol style="list-style-type: none">Create layers for non-destructive editing.Create layer masks for partial image editing.

Appendix: National Core Arts Standards

National Core Arts Standards and MS-CCR Media Arts Crosswalk for Graphic Design I						
	Units	1	2	3	4	5
Standards						
MA: Cr1.1.I			X	X	X	X
MA: Cr2.1.I			X	X	X	X
MA: Cr3.1.I			X		X	X
MA: Pr4.1.I				X	X	X
MA: Pr5.1.I				X	X	X
MA: Pr6.1.I				X	X	X
MA: Re7.1.I		X				
MA: Re8.1.I		X				
MA: Re9.1.I			X		X	
MA: Cn10.1.I		X	X		X	
MA: Cn11.1.I		X				

The *National Core Arts Standards* from the National Coalition for Core Arts Standards (NCCAS) include national media arts standards for PreK-12th grade. There are four artistic processes (Creating, Producing, Responding, and Connecting) and 11 anchor standards within those four categories. At the high school level (Grades 9-12), there are three levels of achievement to obtain, including proficient, accomplished, and advanced. Each level is simply a different depth of understanding and mastery for the same anchor standard. For the simplicity of this document, we have aligned to only the proficient level of each anchor standard. The *Mississippi College- and Career-Readiness Arts Learning Standards for Media Arts* has adopted NCCAS standards, therefore the alignment table is the same for both.

Creating

- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
 - MA: Cr1.1.I – Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

- Anchor Standard 2: Organize and develop artistic ideas and work.
 - MA: Cr2.1.I – Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

- Anchor Standard 3: Refine and complete artistic work.
 - MA: C3.1.I – Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration. Determine how elements and components can be altered for clear communication and intended effects, and refine media artworks to improve clarity and purpose.

Producing

- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
 - MA: Pr4.1.I – Integrate various arts, media art forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
 - MA: Pr5.1.I – Demonstrate progression in artistic, design, technical, and soft skills due to selecting and fulfilling specified roles in the production of a variety of media artworks. Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking and risk-taking, in addressing identified challenges and constraints within and through media arts productions. Demonstrate adaptation and innovation through the combination of tools, techniques, and content in standard and innovative ways to communicate intent in the production of media artworks.

- Anchor Standard 6: Convey meaning through the presentation of artistic work.
 - MA: Pr6.1.I – Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts such as the benefits for self and others.

Responding

- Anchor Standard 7: Perceive and analyze artistic work.
 - MA: Re7.1.I – Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.

- Anchor Standard 8: Interpret intent and meaning in artistic work.
 - MA: Re8.1.I – Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.

- Anchor Standard 9: Apply criteria to evaluate artistic work.
 - MA: Re9.1.I – Evaluate media artworks and production processes at decisive stages using identified criteria and considering context and artistic goals.

Connecting

- Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
 - MA: Cn10.1.I – Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks such as experiences, interests, and cultural experiences. Explain and demonstrate the use of media artworks to expand meaning and

knowledge and create cultural experiences, such as learning and sharing through online environments.

- Anchor Standard 11: Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding.
 - MA: Cn11.1.I – Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values such as social trends, power, equality, and personal/cultural identity. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.