

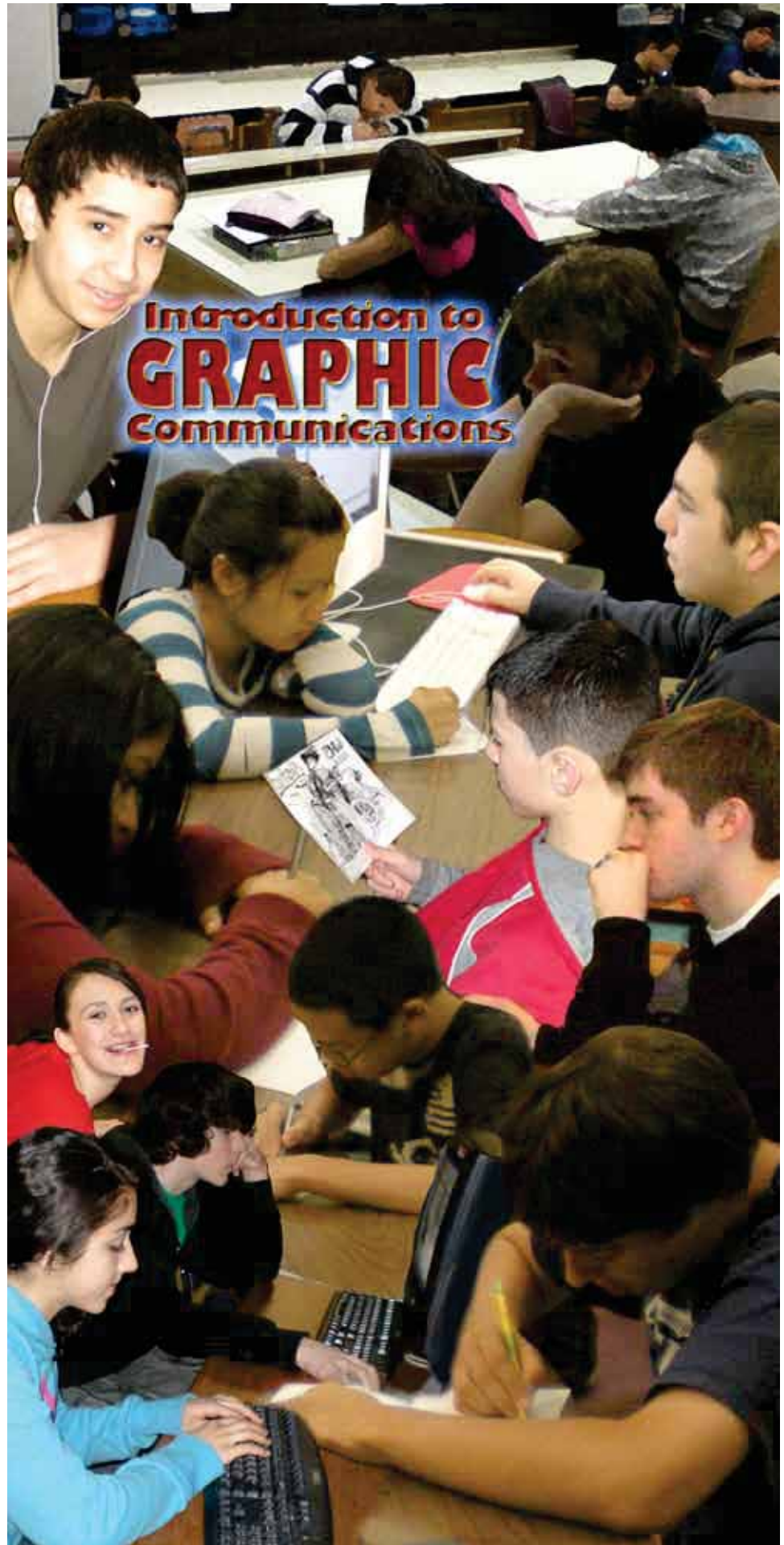


633

Introduction to Graphic Communications

Waltham High School
617 Lexington Street
Waltham, MA

Kevin Keaney • Wayne McCarthy



Teacher reflection

Introduction to Graphic Communications is an open invitation to the fantastic graphics program here at Waltham High School. Most of the students in this class are Freshmen at the school who have heard about the class through Middle School visits, their guidance counselors, art teachers or word-of-mouth.

This class is an introduction to graphics and can become the first step in a pathway toward a career in the communications field. Students can later enroll in the Graphic Design classes, or the CTE Graphic Communications program.

In this two period per week class, students will enjoy a multi-faceted peek into the enormous graphic communications industry, including design, illustration, desktop publishing, pre-press, bindery, finishing and printing. No small feat indeed!

As the lead teacher of Graphic Communications, I believe the program's strength lies in the combination of talents and experiences brought to the endeavor by Mr. Kevin Keaney in the artistic realm, Mr. Ronald Paris in the offset printing and copying arena, and in the third-year students who provide leadership and mentoring for underclassmen enrolled in the program. Business and technology facets within the graphics industry are also covered. Together we work to make the class a safe, fun, and exciting exploration of the ever-expanding field of Graphic Communications.

Our hope for the future of the program is to make more connections within both Waltham High School and the community-at-large through the use of collaborations and interdisciplinary projects.



Wayne T. McCarthy
Instructor
CTE Graphic Communications
at Waltham High School



633 Introduction to Graphic Communications

This course will immerse students in the exciting professional world of Graphic Design and careers within the Printing Industry.

The Graphic Designer in the modern world of communication is the key liaison between sellers and buyers, using light, color and sound to grab attention and create excitement.

Students will be exposed to both PC and Mac platforms to create layouts and artwork for print. Creation of business cards, note pads, and stationery will be covered with an eye towards further exploration of careers available in Graphics Design and printing.

Objective

The objective in the Introduction to Graphic Communications class is to provide the students with an understanding of graphic design and communication's skills, processes and career opportunities in the field of Communication Arts.

Focus will be placed on the following;

Safety

Primarily focused on pre-press safety issues such as ergonomics and classroom safety procedures.

History & Culture

The powerful impact of printing upon our world, and how graphics are used in modern society.

Workflow

The many career aspects, paths and procedures available in Graphic Design & Printing

Computer Graphics and preparing for print

Adobe InDesign & Photoshop / Laser Printers, copiers and the process of printing

Graphic Design and Commercial Art

The creative side of the Graphics industry

Career Paths within Graphic Communications

Printing Industry

Customer Service / Estimator / Pre-Press / Press / Bindery

Commercial Arts

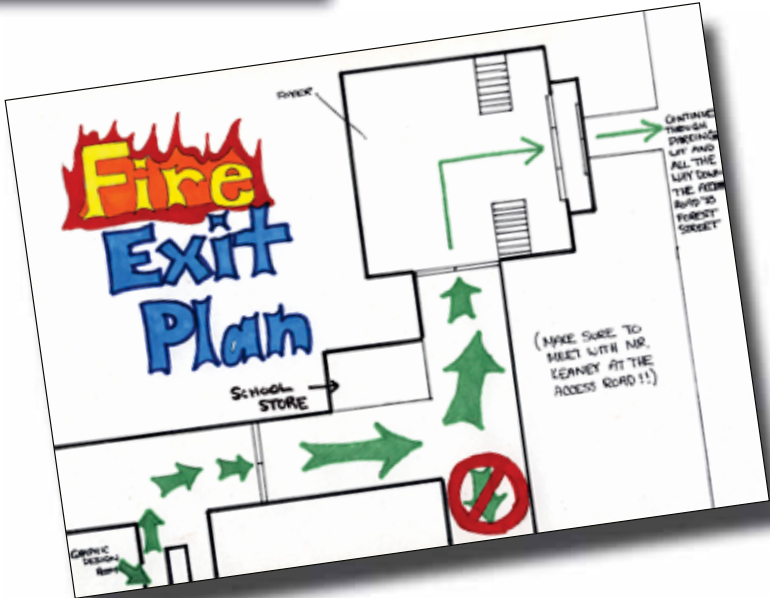
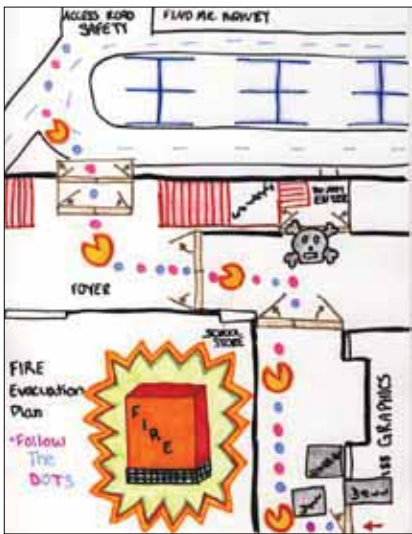
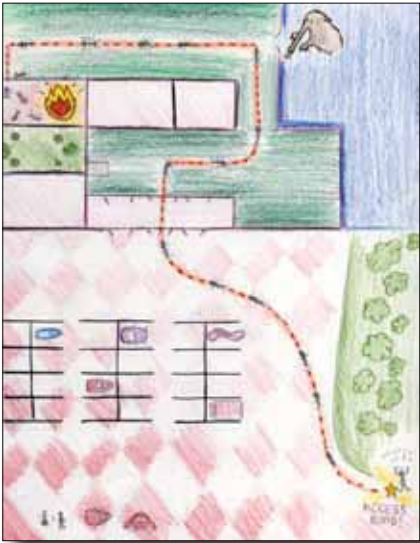
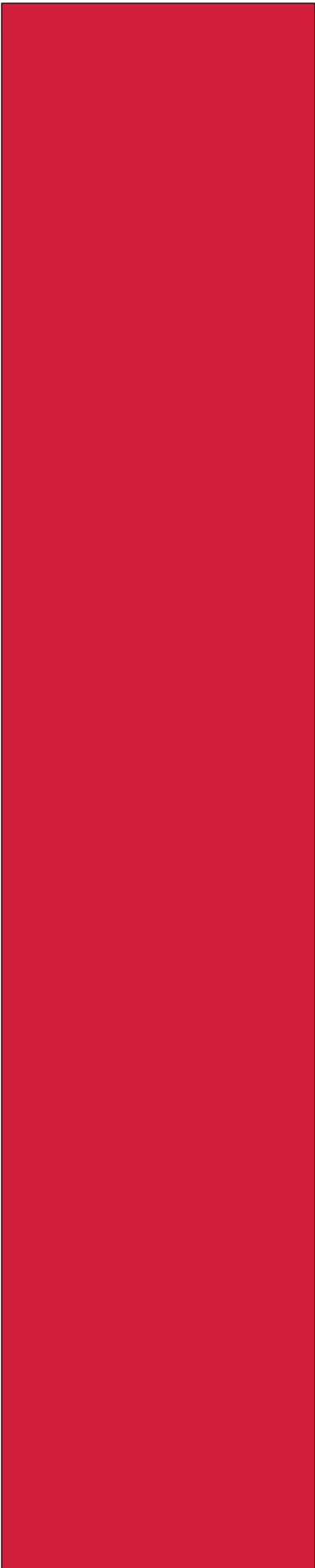
Graphic Design / Web Design / Illustrator / Photographer

Classes to advance knowledge

Graphic Communications / Graphic Design One and Two

Digital Illustration / Digital Photography
and Youth Technology Entrepreneurs





Introduction

Goals: The main goal is to get to know the students, and explain the class rules, expectations, grading guidelines and class structure.

Essential Question: What is graphic design? Where do you see it? How is it used? Is graphic design art? What businesses do you know of that use graphic design? Can graphic design change the world?



Unit I Safety

Goals: Students will learn classroom safety rules and procedures, including the emergency exits, lock downs and ergonomics.

Essential Question: What is the most important goal we will focus on for the entire school year, and why?

MA Frameworks / Graphic Communications

Strands 1 and 6

Project: Safety exits and process

Students will create both hand written and visual directions for the fire exit. These hand drawn projects will be used as a discussion of the first step in design; a need to communicate something.



Unit II Computer organization, research and History of European printing

Goal: Asking the question; “What is Graphic Communication?” Students will learn about Johannes Gutenbergs’ invention and its impact on modern society. We will also explore the ethics and morality of such great power.

Essential Question: Why is communication so important? What connection does the World Wide Web have with the printing press? What is the ethics behind the saying, “ With great power comes great responsibility” and how does that apply to graphics?



MA Frameworks / Graphic Communications

Strands 3, 4 and 6

Project: Computer Organization

Students will learn computer basics including: organization, file sizes, computer servers and log-ins, folder creation and ergonomics.

Students will create a folder on their H drive for Intro. to Graphics, and sub folders for the first quarter while conforming to ergonomics.

Project: Internet Research & Printing History

Students will conduct research on the internet about Johannes Gutenberg and complete the “History of Printing” worksheet.



Unit III Careers in Printing

Goal: Students will learn about the many varied careers within the printing industry, as well as the workflow within the industry, and the career skill cross-overs.

Essential Questions: Why is it important to know how to work with people? What career skills overlap all careers?

MA Frameworks / Graphic Communications

2, 3, 5 and 6

Project: What is “ethics”?

Students will research definitions of the word “ethics” and discuss how ethics apply to graphic communications.

Project: Careers in Graphics

Students will watch a video about careers in graphics (The Power League of Printing), research those careers (makeyourmark.org) to find the career they are best suited for in graphics.

Students will write three paragraphs describing which career in graphics would be best suited for themselves, and why.

Project: Graphic Communications – Print Shop

In small groups, students will be brought over to the WHS print shop to learn the “next step” of skills in graphics, including; Job tickets and Workflow / CSR, estimating, design, pre-press, press, bindery, delivery, billing / The Technologies used in Printing and Further study of Graphic Communications at WHS.



Unit IV Digital Graphic Design

Goal: Students will learn the fundamentals of graphic design and how to create these elements using Adobe InDesign.

Essential Question: How does the creative process change when going digital? What are the benefits of creating designs digitally, what are the shortcomings?

MA Frameworks / Graphic Communications

2, 4, 5 and 6

Project: Graphic Design Basics

Students will discuss and explore a brief overview of;

- Typography: Font families, styles & choices – Serif & San-Serif
- Composition: Focal points and the Rule of Thirds
- Design Basics: Contrast. Repetition. Alignment and Proximity
- The Elements & Principles of Art & Design

Project: InDesign basics

Students will learn the tools, techniques and preparing files for print using Adobe InDesign



Unit V Pre-Press & Design

Goal: Students will learn how to apply the graphic design skills and knowledge of Adobe InDesign into career centric projects focused on designing for print. They will also experience the varying skills and career paths of graphic designer and pre-press design.

Essential Question: Why should a designer know the details of designing for print? What is the difference between designing for print and for web? What is the difference between graphic design and pre-press

MA Frameworks / Graphic Communications

2, 4, 5 and 6

Project: Career Business Card

Students will re-create a business card from a sample and create their own for a career in Graphic Communications.

- Reading font sizes using a type gauge
- Review of font families and styles



- Measuring in inches, points and picas
- Paper types, parent sizes and imposition
- Imposition - #up and bleeds

Project: Stationary

Students will create a set of stationary, including letterhead, envelopes and note pads.

Project: Introduction to Adobe Photoshop

In order to prepare images properly for print, students will learn Photoshop basics including workspace, resolution, color modes and file types.

Project: Brochure

Students will create a six panel brochure about a subject they are interested in, a place they have gone (fiction or non-fiction), or the three stages of their education in Waltham.

Project: WHS Print shop

In concert with the above projects, students will visit the WHS print shop and experience:

- Paper types and parent sizes
- Padding note pads
- Using the cutter to cut business cards
- Using the folder to fold the brochure



Unit VI Intermediate Photoshop

Goal: Students will learn the basics of Adobe Photoshop, including the workspace, file resolution and the fundamentals of image manipulation, as well as color modes and integrating writing, Photoshop and InDesign.

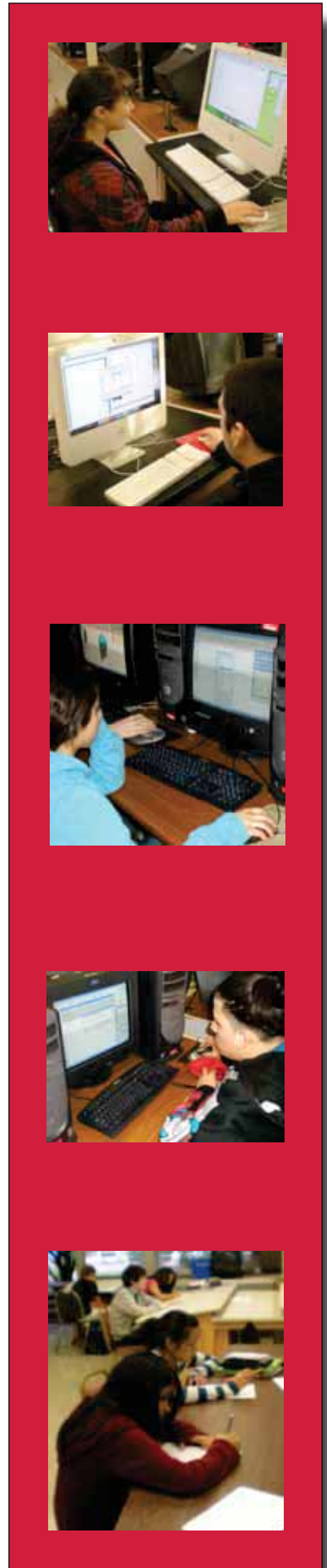
Essential Question: Why is it important for the graphic designer to know what the image they are creating is going to be used for?

MA Frameworks / Graphic Communications

2, 4, 5 and 6

Project: Photoshop selections and formats

Students will learn more about creative Photoshop techniques used in print design, including masks, filters and styles



Project: Magazine page

Students will experience the power of disseminating information by creating a magazine page for the Hawkeye Design magazine about a person they feel we should know about. Page will include two colors, images, a pull quote and biography information.



Unit VII Image Manipulation and effects

Goal: Students will learn beyond the basics Adobe Photoshop, taking their skills into the realm of creating art (rather than preparing digital images for print).

Essential Question: How does changing an image change its meaning? How does “ethics” apply to image manipulation? What is “digital art” mean and where do we see it? What is “Commercial Art?”

MA Frameworks / Graphic Communications
5 and 6

Project: Visual Dice challenge

Students will experience contrasting formats and visual literacy, creating a dice with images representing any type of sequence, including numbers, months, etc.

Project: Digital Painting

Students will learn the basics of applying color to a line drawing and creating visual art using Adobe Photoshop.



Unit VIII Graphic expansion

Goal: Synthesizing all of their previous knowledge, students will apply these skills in creating advanced, alternate format designs based on real-life career projects.



Essential Question: How can an image reflect the tone, attitude and idea of the group or individual who uses the image?

MA Frameworks / Graphic Communications
5 and 6

Project: CD design & printing specifications

Students will create a CD booklet for their favorite band or collection of songs created on a CD. Students will also include a job ticket describing their projects specifications



Unit IX WHS Print Shop

Goal: Students will experience the workflow procedures and process of a working print shop, including graphic design, pre-press, printing and finishing.

Essential Question: How is having knowledge of an entire process beneficial for a persons individual career?

MA Frameworks / Graphic Communications
2, 4, 5 and 6

Project: Print Shop process and procedures

Students will experience working in the schools student run print shop, including padding, folding, cutting and preparing designs for print on a printing press, laser printer, large offset and heat offset.



MA Frameworks ~ Graphic Communications

Strand 1: Safety and Health Knowledge and Skills

- Demonstrate health and safety practices
- Demonstrate responses to situations that threaten health and safety.

Strand 2: Technical Knowledge and Skills

- Demonstrate effective pre-production practices.
- Demonstrate effective production (press) practices.
- Demonstrate effective post-production practices.
- Demonstrate effective bindery practices.
- Apply basic printing knowledge to the production process.

Strand 3: Embedded Academic Knowledge and Skills

English Language Arts

- Summarize in a coherent and organized way information and ideas learned from a focused discussion.
- Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.
- Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references.
- Use all conventions of standard English when writing and editing.
- Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them.

Mathematics

- Given the formulas, convert from one system of measurement to another
- Use technology as appropriate.
- Use a straight-edge, compass, or other tools to formulate and test conjectures, and to draw geometric figures.
- Scale copy and compute page/photo/illustration using ratios and proportion formulas.

Strand 4: Employability Knowledge and Skills

- Develop employability skills to secure and keep employment in the chosen field.
- Communicate in multiple modes to address needs within the career and technical field.
- Solve problems using critical thinking.
- Demonstrate positive work behaviors.

Strand 5: Management and Entrepreneurship, Knowledge and Skills

- Analyze basic business practices required to start and run a company or organization.
- Manage all resources related to a business/organization.
- Apply labor and civil rights law and guidelines to business practice and decisions.
- Evaluate the effects of community relations on companies and the industry.
- Apply legal requirements and ethical considerations to business practice and decisions.
- Describe the formal and informal influences in the abstract and formal structures of business organizations within the career cluster.
- Analyze the history and evolution of the arts, audio-video technology, and communications to their current place in society and the economy.
- Prove evidence of interdependence of the technical and the artistic sides of this industry.

Strand 6: Technological Knowledge and Skills

- Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity
- Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media.
- Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media.
- Demonstrate ability to use technology for research, problem solving, and communication.
- Use advanced features in writing/publishing applications.
- Use presentation applications.

**F
r
a
m
e
w
o
r
k
s**

