

BAA [Desktop Publishing 10] Framework

District Name: School District #34 (Abbotsford)

District Number: 034

Developed by: Phil Lewis

Date Developed: 1992

School Name: Yale Secondary School

Principal's Name: Glen Roger

Board/Authority Approval Date:

JAN 11 2005

Board/Authority Signature:

Course Name: Desktop Publishing 10

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of Instruction: 120 hours

Prerequisite(s): Must be in Gr. 10 or higher

Special Training, Facilities or Equipment Required: Macintosh computer lab, eMACs, Adobe InDesign CS pagelayout software, Adobe Illustrator CS illustrating and drawing software, Adobe Photoshop CS image manipulation software, iLIFE digital media and video software, Adobe After Effects 6.5 Motion Graphics software, Macromedia Dreamweaver MX 2004 web design software, Macromedia Flash MX 2004 Web animation software, and Appleworks 6 software. Teacher will be familiar with all basics of typesetting, page design, graphic design, video editing, motion graphics, and web publishing.

Course Synopsis: Desktop Publishing will teach students how to produce effective and compelling digital media for print, video and web using Adobe Creative Suite, Adobe After Effects 6.5, and Macromedia Studio MX 2004. Using eMAC computers, students will learn the basics of digital design in a practical setting. They will learn basic principles of typesetting, and basic page, video and web design principles of proximity, alignment, repetition and contrast. Emphasis will be on applying all principles and techniques to broad spectrum of real-live design projects for print, video and web publishing. Ancillary goals of developing English, word-processing and editing skills, the development of teamwork and the ability to work with others, the development of high standards of performance and achievement, and achievement of a degree of competency which will assist students in further education, training or employment. All levels of critical thinking are addressed. Wherever possible students will create publications for their own personal use, school or community use.

Rationale: This course is about two dramatically different yet, wonderfully complementary tools of communication: graphic design and electronic page, video and motion graphics, and webpage assembly. In addition to changing the way we produce documents and publications of every kind, the combination for these tools over the last 10 years is introducing more people than ever before to the art and technology of publishing. With technology increasing the potential for communication with audiences that are broader and more specialized than before. While expanding the number of people involved in printed communication, desktop typesetting and electronic page assembly are also dramatically changing the day-to-day operations of increasing number of publishers, design studios, corporate art departments, and independent freelancers, and, indeed, every field of operation across society. The ability to integrate text and graphics electronically, saves time and money, enhances the creative process and gives control over the pages people produce. The publishing industry, whether print, multimedia or internet, has become so deeply entrenched in our society that students need to learn how to empower themselves as visual communicators.

General goals:

Students will:

- be able to produce many publishable materials (print, video and web-based): including, newsletters, brochures, catalogues, invitations, programs, logos, forms, flyers, business cards, stationery, ads, etc. With the addition of a

scanner, students will also be able to create charts, pictures, maps, worksheets, diagrams and illustrations, slides, etc.;

- understand the importance of quality in the business world;
- be able to use and modify electronic clip art;
- understand the relationship of files produced in a variety of publishing-related computer software programs and be able to both import and export files to and from these programs;
- be able to produce multi-media presentation packages;
- be able to scan both text-based and graphic-based materials and incorporate these in published documents;
- be able to mix language arts, computer skills and business principles by creating tangible, publishable visual end products.
- have had many experiences in which creative solutions, imagination, judgement and critical thinking skills are required;
- have had many experiences in which higher-level thinking skills are required, including, reading, writing, thinking, planning, imitating, editing, drawing, cooperating and creating.
- have had many experiences in which to combine technological, artistic, communicative and psychomotor skills;
- have had many age-appropriate experiences in which they were involved in peer tutoring;

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Adobe InDesign CS basics	3 hours
Unit 2	Typesetting (InDesign CS)	5 hours
Unit 3	Principles of Design (InDesign CS)	15 hours
Unit 4	Graphic Design basics (Illustrator CS)	30 hours
Unit 5	Imaging Basics (Photoshop CS)	35 hours
Unit 6	iLIFE (iMOVIE, iDVD, Garageband)	32 hours
Unit 7	Looking ahead to Motion Graphics	2 hours
		Total Hours: 120 hours

Unit/Topic/Module Descriptions:

Unit 1: Software basics: A Quick Tour of Adobe InDesign CS

Overview: Students will become familiar with the technology and techniques they will need to use for this course. They will learn the basics of operating a Macintosh computer, including logging on and off, and saving file procedures. Then they will work through a tutorial designed to teach them the basics of using Adobe InDesign CS page layout software.

Curriculum Organizers and Learning Outcomes:

- Mexico Folk Art Flyer: Students will complete the assembly of a 6-page, colour flyer, including importing of text and photographic files. They will learn to type text directly into a publication and to draw several simple graphic elements, including squares, circles, and lines. Specific skills: viewing a document, turning on guides, adding text, threading text in frames, placing and flowing text, threading text, wrapping text around an object, adding stroke to a frame, changing the frame and text position, adjusting the size of an image, working with styles, working with graphics, cropping and moving a photograph.
- Students will learn the elements of a page grid (including page format, size, number and width of columns, margins and gutters) and be able to construct an effective page grid;
- Students will learn the basic textual elements including fonts, typestyles and sizes, leading, alignment, uppercase, lowercase and initial caps, indents and outdents, widows and orphans, headers and footers, reverse text, kerning, hyphens and dashes, bullets and large first characters. They should be able to manipulate these elements in order to create an effective publication.

- Students will learn rules and graphic elements, including ruling lines above and below text elements, ruling lines in charts, ruling boxes, illustration treatments and text in shaded rules. They should be able to manipulate these elements in order to create an effective publication.

Formative assessment **(F)**: Mexico Fold Art Flyer

Unit 2: Typesetting with InDesign CS

Overview: Students will learn some brief historical aspects of type, and then learn how to apply typesetting principles to their text.

Curriculum Organizers and Learning Outcomes

- Students will learn how typesetting has changed over the course of the last 50 years.
- Students will demonstrate basic typesetting principles: paragraph indents, punctuation, uppercase letters, widows and orphans, emphasis, hyphens and dashes, quotation marks and apostrophes, ellipsis.
- Differentiate between various font families and styles such as serif, sans serif, script and headline.
- Students will learn how to type special characters, including Zapf dingbats, and their use.

Formative assessment **(F)**: Typesetting Assignments #1-3

Summative assessment **(S)**: Typesetting Assginment #4

Unit 3: Basic Principles of Design with InDesign CS

Overview: Students will be introduced to four basic page design principles: proximity, alignment, repetition and contrast. They will demonstrate their ability to apply these principles by producing a broad variety of publications.

Curriculum Organizers and Learning Outcomes

- Students will demonstrate their their ability to use the design principle of Proximity through one or two of the following assignments: **(F)**:business card, signage, lists, **(S)**:Concert Series, Garage Sale, poster, basic web site page.
- Students will demonstrate their ability to use the design principle of Alignment through one or two of the following assignments: **(F)**:business card, report cover, **(S)**:stationery, newsletter design.
- Students will demonstrate their ability to use the design principle of Repetition through one or two of the following assignments: **(F)**:business card, newsletter, **(S)**:stationery, advertisement, signage.
- Students will demonstrate their ability to use the design principle of Contrast through one or two of the following assignments: **(F)**:signage, newsletter, **(S)**:resume, newsletter, advertisement, poster.
- Font families: serif vs. sans serif, typefaces and their uses, **(F)**:art with superbig type, **(S)**:Initial caps
- be able to demonstrate the process of desktop publishing, including planning, writing, editing, typing, page layout, and printing;

Unit 4: Graphic Design Basics with Adobe Illustrator CS

Overview: Students will create a wide variety of graphic designs and elements using Adobe Illustrator CS illustration and drawing software..

Curriculum Organizers and Learning Outcomes

Students will demonstrate their understanding of graphic design through the following assignments:

Formative Assignments:

- Tutorial introduction to Illustrator CS: A Quick Tour of Adobe Illustrator CS (from Adobe Illustrator "Classroom in a Book").
- Learning Basic Illustrator skills, including pen tool techniques: Building Houses and Zen of Illustrator assignments.

Summative Assignments:

- Applying basic Illustrator skills to the following real-life projects: Using geometric shapes to create graphics, Two-tone type atop a shape, Much Music poster, Artwork in 3-D relief: create a computer disk and an electronic device faceplate. Draw a creative irregularly-shaped object, False emboss, Neon signs, What makes a good

logo?, Wordmark logo, Monogram logo, Lettermark logo, How to use and modify Clipart, Design a certificate, 3-D buttons, Ribbons & Banners!, Party animal origami

Unit 5: Imaging Basics with Adobe Photoshop CS

Overview: Students will create a wide variety of graphic designs and elements using Adobe Photoshop CS image creation / image-editing software..

Curriculum Organizers and Learning Outcomes

Students will demonstrate their understanding of image creation and image-editing through the following assignments.

Formative Assignments:

- Tutorial introduction to Photoshop CS (from Adobe Photoshop CS “Classroom in a Book”): Getting to Know the Work area, File Browser, Working with Selections, Color in Photoshop, Retouching and repairing photos.
- Basic Color Corrections: color correction by the numbers, controlling contrast, sharpening with Unsharp Mask.
 - Pictures: pink horses, Statue of Liberty, Ford Explorer, 3 cats, Antarctica, scratched car, cougar, young woman face, grey-haired man,

Summative Assignments:

- Duotones, Controlled Recoloring, Channel Mixing, From Color to Gray, Tone & Color adjustments, Softening the Focus, Focusing Attention with Color, Fixing a Problem Photo, Healing in Stages, Skin Softening & Patching
- Color Correction pictures: Fortress and cannons, Lady blue steps, Toreador, post-harvest, lava, misty jungle, resort pool, festive drinks, armed forces man.

Unit 6: Multimedia and Video basics with iLIFE

Overview: Students will gain basic video-making skills that will form a foundation for motion graphics production in DTP 11 & 12 (Adobe After Effects 6.5).

Curriculum Organizers and Learning Outcomes

Students will demonstrate their understanding of video-making (pre-production, production, post-production and distribution) through the following assignments:

Formative Assignments:

- Students will read pdf files from Adobe.com on the following areas of video-making. They will see training films from www.vtc.com and www.lynda.com, and receive Instructor-led instruction, as well.
 - Pre-production: scripting, storyboarding, DV cameras, analog to digital video converters.
 - Production: film school basics--Filming Techniques - Telling a Story, Three Types of Shots, Panning and Zooming, Keeping it Steady, Camera Placement - Creating an Atmosphere, Framing a Shot, Organization
 - Post-production: importing and editing video clips, inserting a title page, working with transitions and effects, insert and editing audio clips, make a simple audio track in Garageband, use audio content from www.freeplaymusic.com.
 - Distribution: Getting familiar with iDVD, Explore different DVD themes, import movie content, customize buttons, TV Safe Area, Button Motion, Finalizing the DVD, preview and burn the DVD.
- Students will choose a film suggestion from <http://www.adobe.com/education/digkids/lessons/main.html>, print the files and complete the scripting, storyboarding, etc. and prepare to film their project.

Summative Assignments:

- Students will use one of the film suggestions from <http://www.adobe.com/education/digkids/lessons/main.html> to make a video. There are over 20 video suggestions with full instructions in all 4 areas of video-making mentioned above.
- After completion of video projects, students will take one day to view all of their classmates productions.

Unit 7: Looking ahead to motion graphics with Adobe After Effects 6.5

Overview: Students will be introduced to the wide range of motion graphics capability of Adobe After Effects 6.5 which they will begin to learn in DTP 11.

Curriculum Organizers and Learning Outcomes

Students will demonstrate their understanding of motion graphics capability

- Students will view motion graphics projects that students in more advanced classes have made
- Students will view motion graphics projects on the internet that have been created by professionals
- Students will view motion graphics projects on the television and movies that have been created by professionals

This brief overview is meant to be introductory. There are no assignments to complete.

Instructional Components:

- Direct instruction
- Peer instruction and assistance
- Interactive instruction
- Independent instruction
- Modeling
- brainstorming
- handouts,
- PDF files,
- Overhead demos,
- Analysis of own and classmates' work
- Read passages from suggested books
- Internet web sites suggested by instructor
- Media: magazines, television, movies

Assessment Component:

Practical Evaluation

- Design ideas - 15%
- Presentation content - 20%
- Overall design - 15%
- Mechanics - 20%
- Editing - 10%
- Creativity and general impact - 20%

Learning Resources:

Books:

The Non-Designer's Design Book
Robin Williams, Design Workshop
Adobe InDesign CS Classroom in a Book
Adobe Photoshop CS Classroom in a Book
Adobe Illustrator CS Classroom in a Book
Photoshop 7 WOW book
Illustrator CS WOW book
Photoshop Classic Effects
Photoshop CS Creative Studio
Illustrator CS Creative Studio
Illustrator CS Idea Kit
Professional Photoshop: The Classic Guide to Color Correction
Photoshop CS Down & Dirty Tricks

Magazines:

Before & After, How to design Cool things, Volumes 1-6 (#1-38)
Dynamic Graphics, Design Ideas for the real world

Internet:

www.adobe.com/education/digkids
www.vtc.com (online software training)

www.lynda.com (online software training)
www.photos.com
www.clipart.com
www.photoshopuser.com
www.photoshopsupport.com
www.freeplaymusic.com
www.creativecow.net

Additional Information:

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