

BAA [Desktop Publishing 11] 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~~

MAR - 7 2005

Board/Authority Signature:

Course Name: Desktop Publishing 11

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120 hours

Prerequisite(s): Must be in Gr. 11 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	Intermediate-level pagelayout: Adobe InDesign CS	10 hours
Unit 2	Intermediate-level illustration: Adobe Illustrator CS	15 hours
Unit 3	Intermediate-level image-editing: Adobe Photoshop CS	35 hours
Unit 4	Introductory motion graphics: Adobe After Effects 6.5	60 hours
		Total Hours: 120 hours

Unit/Topic/Module Descriptions:

Unit 1: Intermediate-level pagelayout: Adobe InDesign CS

Overview: Students will review InDesign and enhance page layout and typographic skills.

Curriculum Organizers and Learning Outcomes:

- Review use of Adobe InDesign CS, Typesetting, and basic Principles of Design

Formative: (F):

- Sonata Cycles Newsletter: Students will enhance InDesign CS skills by working on an 8-page newsletter for Sonata Cycles. Skill developing in the following areas: Importing and Editing Text: Managing fonts, Creating and entering text, Creating a headline and applying a style, Flowing text, Working with styles, Vertically aligning text, Threading text, Changing the number of columns on a page, changing horizontal and vertical text alignment, creating a applying a character style, finding and changing words in a story, spell-checking a story, creating text on a path.

Summative: (S):

Further Assignments for review of InDesign, typesetting and design basics include the following: Hard Rock Cafe Menu, Membership Card, Jar & Label, Shopping List Pad, Appointment Calendar, Sports sheet, Poly Bag Pak, Bumper Sticker, Custom Post-it notes, T-shirt, Buttons, Trading, Cards, tickets and Routing Record.

Unit 2: Intermediate-level illustration: Adobe Illustrator CS

Overview: Students will create a wide variety of intermediate level graphic designs and elements using Adobe Illustrator CS

Curriculum Organizers and Learning Outcomes

Students will demonstrate their understanding of intermediate graphic design techniques by completing the following assignments:

- (F): Festival of young artists: advanced drawing techniques
- (F): How to 'weave' type for advanced logos
- (F): How to draw dazzling 'lens flares' to create advanced 'illusion' graphics
- (F): Making a spotlight sign
- (S): How to shade for roundness and contour sign
- (S): Design a Ligature font logo
- (S): Drawing in perspective

Unit 3: Intermediate-level image-editing: Adobe Photoshop CS

Overview: Students will expand their abilities with Photoshop Cs. create a wide variety of intermediate level graphic designs and elements using Adobe Illustrator CS

Curriculum Organizers and Learning Outcomes

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

- Painting assignments:
 - Formative: Paintbrush, Pencil, airbrush, Eraser, Smudge and Pattern Stamp, Cloning Tools, History brush, Art History brush
 - Summative: Using Gradients, Painting "Wet on Wet", Art History Lessons, Pattern Stamp Watercolors
- Type, Shapes, Paths, & PostScript:
 - Formative: Type & Typesetting options, Vector-based drawing tools, Shape tools and shape layers, pen tools, Editing shapes and Paths, Stroking and Filling Paths, Illustrator in Photoshop, Photoshop in Illustrator
 - Summative: Typography, Groups & Layer Styles, Warped Type, Organic Graphics, Fast Filter Embellishing, Colorizing Clip Art, Crafting a Neon Glow, Silhouetting images & Type
- Special Effects for Type & Graphics assignments:
 - Formative: Layer Styles, Blending Options, Enhancing Layer styles, Anatomy of a Layer style
 - Summative: Clean, colorful Plastic, Texturers & Backgrounds, Seamlessly Tiling Patterns, Quick Neon, Carving a Textured Surface, Carving a Smooth Patterned Surface, Chrome, Rusted & Pitted, Styled Steel
- Web & Motion Graphics:
 - Formative: Efficient Web Workflow, Art for the Web, Optimizing Web art, preparing graphics for After Effects 6.5
 - Summative: Tweening & Tweaking, Cel Animation, Animating by transforming, Animating with Masks, Creating Button Rollover styles

Unit 4: Introductory motion graphics: Adobe After Effects 6.5

Overview: Students will create a wide variety of beginner level motion graphics using Adobe After Effects 6.5

Curriculum Organizers and Learning Outcomes

Students will demonstrate their understanding of motion graphics through the following instruction & assignments:

- What is After Effects?
- After Effects Interface
 - Projects window & settings
 - Defining Compositions and settings.
 - Animation basics: layers, keyframes, anchor points, motion paths
 - Previewing Movies: controls, RAM previews
- Layers
- Text layers
- Painting

Formative assignments:

- Assignment #1: Make a 30-second basic animation using Hue/Saturation, Fast Blur—changing values,
- Assignment #2: Make a 30-second basic animation using text animation, glows,
- Assignment #3: Make a 30-second basic animation using keyframe scale and position, opacity, rotation,
- Assignment #4: Make a 30-second animation using Text layers, text animation, range selectors, wiggly selector

Summative assignment:

- Make short video based on Adobe Digital Kids Club (<http://www.adobe.com/education/digkids/lessons/main.html>) [must be different than the project done in DTP 10]. Incorporate After Effects into the project in a significant way.

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:

<http://www.studio.adobe.com/>
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

