

BAA [Desktop Publishing 12] 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 12

Grade Level of Course: 12

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	Adobe Creative Suite: Using ID, ILL & PS together	50 hours
Unit 2	Intermediate Motion Graphics: AE 6.5	50 hours
Unit 3	School-based and community-based projects	20 hours
		Total Hours: 120 hours

Unit/Topic/Module Descriptions:

Unit 1: Adobe Creative Suite: Using InDesign, Illustrator & Photoshop together

Overview: Students will learn how and when to move artwork from one program in Adobe Creative Suite to another.

Curriculum Organizers and Learning Outcomes:

Students will demonstrate their understanding of program interoperability (moving artwork from one program to another) by being introduced to the photorealistic artwork of digital designer, Bert Monroy.

Formative Assignments:

- Complete at least 4 tutorials from <http://www.studio.adobe.com/> featuring interoperability of Adobe Creative Suite.
- Students will view at least 4 tutorials from Bert Monroy (www.lynda.com) and recreate the tutorial on their computers. Some possibilities include: underwater scene, window in snow, stop sign, lightning, rain, fire and smoke, fireplace scene, crop circle, chain, rusty text, plastic sign, icy letters, metal plate, speeding bullet, antique photo, donut, bottle glass composition, waving banner, or fireworks.

Summative Assignments:

- Create 4 pieces of digital artwork that emphasize photorealistic techniques in one of the following areas: layers and layer styles, reflections, textures, brushes, perspective, displacement filters, 3D Effects or Patterns.

Unit 2: Intermediate Motion Graphics with Adobe After Effects 6.5

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

Curriculum Organizers and Learning Outcomes

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

Students will watch tutorials from www.vtc.com and www.lynda.com on the following topics:

- Remapping Time
- Parenting
- Masks
- Mattes
- Visual Effects
- 3D Layers: camera, lighting and animating

Formative assignments:

- Assignment #1: Make an animation of up to 30 seconds that demonstrates the remapping of time.
- Assignment #2: Make an animation of up to 30 seconds that demonstrates parenting.
- Assignment #3: Make an animation of up to 30 seconds that demonstrates or uses masking.
- Assignment #4: Make an animation of up to 30 seconds that uses mattes.
- Assignment #5: Make an animation of up to 30 seconds that incorporates a variety of Visual Effects.
- Assignment #6: Make an animation of up to 30 seconds that incorporates 3D layers, cameras, lighting and animating.

Summative assignment:

- Make 2 animations in Adobe After Effects 6.5 that demonstrate a synergy of the above mentioned techniques.

Unit 3: School-based and community-based projects

Overview: Students will provide a service to the school community and the community at large by using their digital skills to create a wide variety of print, video or web media.

Curriculum Organizers and Learning Outcomes

Students will use their digital skills in any of the following areas:

- Provide peer-tutoring assistance to students in DTP 10 & 11.
- Create print publications: grad program, grad banquet tickets, school newsletter, yearbook graphics, individual teacher projects, and numerous other school-related projects.
- Create video projects: school promotion, instructional videos for courses, course promotion, etc.
- Create web graphics: school website graphics, etc.
- Create multi-media presentations: ie, grad, school promo, individual teachers.
- Participate in Skills Canada Desktop Publishing contest.
- Submit digital artwork for a variety of digital art contests at the community, provincial and national level.
- Numerous other projects that arise throughout the school year.

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