



2023 Graphic Design II

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Mississippi Department of Education
Jackson, MS 39205

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Mississippi State, MS 39762

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.

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Acknowledgments

The Graphic Design II curriculum was presented to the Mississippi State Board of Education on April 19, 2023. The following persons were serving on the state board at the time:

Mr. Michael D. Kent, interim state superintendent of education
Mrs. Rosemary G. Aultman, chair
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Dr. Wendi Barrett
Mr. Matt Miller
Mr. Bill Jacobs
Ms. Micah Hill, student representative
Mr. Charlie Fruge', student representative

The following Mississippi Department of Education (MDE) and RCU managers and specialists assisted in the development of the Graphics Design II curriculum:

Wendy Clemons, the associate state superintendent of the MDE Office of Secondary, Professional Development, and Career Technical Education, supported the RCU and teachers throughout the development of the framework and supporting materials.
Betsey Smith, the director of the RCU, supported RCU staff and teachers throughout the development of this framework and supporting materials.
Courtney McCubbins, the curriculum manager of the RCU, supported RCU staff and teachers throughout the development of this framework and supporting materials.
Angie Davis, a project manager with the RCU, researched and coauthored this framework. helpdesk@rcu.msstate.edu

Special thanks are extended to the educators who contributed teaching and assessment materials that are included in the framework and supporting materials:

Jessica Beaird, Starkville High School, Starkville
Shelia Cole-Johnson, Holmes County Central High School, Lexington
Tina Craft, Richland High School, Richland
Angela Culpepper, Northeast Jones High School, Laurel
Amy Dotson, Tishomingo County High School, Iuka
Dre` Helms, Florence High School, Florence
Justin Loden, Tupelo High School, Tupelo
Kim McFarling, Saltillo High School, Saltillo
Arlene Monk, Forest High School, Forest
Adrain Lynch, Belmont High School, Belmont

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 II 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/oae/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. *21 Framework Definitions* (2019). battelleforkids.org/networks/p21/frameworks-resources

Executive Summary

Course Description

Graphic Design II is an extension of Graphic Design I. This course 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 vector image creation and editing, branding and visual identity, graphic design for web-based media, and the use of a digital portfolio.

Student Prerequisite

Graphic Design I is suggested as a prerequisite for student success in this course.

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 II—Course Code: 070334

Unit	Title	Hours
1	Vector Image Creation and Editing	20
2	Branding and Visual Identity	10
3	Graphic Design for Web-Based Media	20
4	The Digital Portfolio	20
Total		70

Unit 1: Vector Image Creation and Editing

Competencies and Suggested Objectives	
1. Discuss knowledge of essential vector terminology (e.g., path, fill, stroke, segments, anchor points, end points, etc.).	DOK2
2. Explore vector image editing software.	DOK3
a. Examine different shape tools.	
b. Examine different line tools.	
c. Examine different text tools.	
3. Create a vector image.	DOK4
a. Create a simple shape.	
b. Create a simple composition using shapes.	
c. Create a vector image from a raster image.	
d. Create an original piece of vector artwork using vector editing software.	
4. Edit a vector image.	DOK4
a. Use vector editing tools to add or change anchor points in an image.	
b. Edit images using clipping masks.	
c. Use filters to modify a vector image.	
5. Demonstrate the use of layers to perform advanced vector editing techniques.	DOK4
a. Create a vector image from a raster image using layers.	
b. Create an original piece of vector artwork using layering effects.	

Unit 2: Branding and Visual Identity

Competencies and Suggested Objectives	
1. Define terminology related to branding (e.g., logo, trademark, registered trademark, slogan, etc.).	^{DOK1}
2. Understand the importance of a logo to a business's branding strategy.	^{DOK2}
a. Examine the importance of logos in brand recognition.	
b. Research logos to evaluate the design strategies used.	
3. Analyze and duplicate an existing logo using vector editing software.	^{DOK3}
4. Design an original logo using vector editing software.	^{DOK4}
a. Justify the use of color in logo creation.	
b. Connect logo elements to design principles.	

Unit 3: Graphic Design for Web-Based Media

Competencies and Suggested Objectives	
1. Differentiate between design for print and design for digital media. ^{DOK2}	
a. Explore the use of web-safe colors for digital media.	
b. Explain the reasoning for using small file sizes for imagery.	
c. Examine web-appropriate typography.	
2. Create digital media content. ^{DOK4}	
a. Define a banner ad.	
b. Design a banner ad for a web page.	
c. Research advertisement specifications for various media platforms.	
d. Create an advertisement for use on at least two social media platforms.	

Unit 4: The Digital Portfolio

Competencies and Suggested Objectives	
1. Understand the purpose of a digital portfolio.	^{DOK1}
2. Create a graphic design digital portfolio using an industry-standard platform (i.e., Google Sites, Adobe Portfolio, Canva, etc.).	^{DOK4}
3. Create graphic design samples that incorporate design elements and principles.	^{DOK4}
a. Create at least two original print media samples.	
b. Create an original vector image that has been edited.	
c. Create an original raster image that has been edited.	
d. Create at least two original digital media design samples.	
4. Present a digital portfolio.	^{DOK4}
5. Research the use of a digital portfolio within the graphic design industry.	^{DOK4}
a. Create a promotional piece about a specific career using graphic design software.	

Appendix: National Core Arts Standards

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