

Design Fundamentals

Design Fundamentals introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving in the areas of communication technology. Student learning experiences encompass art history, art criticism, aesthetics, and production which lead to the creation of portfolio quality works. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art in areas of communication; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentation skills.

- DOE Code: 4834
- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Introduction to Communications
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
- Fulfills a Directed Elective or Elective requirement for all diploma types
- Fulfills a Fine Arts Requirement for the Core 40 Academic Honors Diploma

Application of Content and Multiple Hour Offerings

Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences. When a course is offered for multiple hours per semester, the amount of laboratory application or work-based learning needs to be increased proportionally.

Content Standards

Domain – Foundations of Design

Core Standard 1 Students evaluate the historical foundation of design to gain background knowledge for designing communication projects.

Standards

- DSF-1.1 Review the historical foundations of design in art
- DSF -1.2 Incorporate styles and mannerisms of past art and design into works
- DSF -1.3 Identify and discuss important eras, designers, genres, and techniques in 20th and 21st century graphic design
- DSF -1.4 Examine how historical artists can influence design and illustration.
- DSF -1.5 Identify and describe emerging trends and technologies in the Graphic Design Fields

Domain – Graphic Design

Core Standard 2 Students generate solutions to visual design problems that combine art and technology to communicate ideas

Standards

- DSF -2.1 Identify the different areas of graphic design
- DSF -2.2 Analyze different types of media for graphic arts
- DSF -2.3 Identify and describe different printmaking processes
- DSF -2.4 Describe the applications of graphic design
- DSF -2.5 Demonstrate and discuss work developed as part of a design team
- DSF -2.6 Discuss how symbols and logos represent ideas or identity

Domain – Principles and Elements of Design

Core Standard 3 Students utilized the Elements and Principles of Design in visual design solutions to enhance the communication of an idea.

Standards

- DSF -3.1 Define basic terminology related to the elements and principles of design
- DSF -3.2 Identify the utilization of the five elements of line, shapes, mass, texture, and color as they apply to basic design.
- DSF -3.3 Study composition principles
- DSF -3.4 Recognize and employ color theory and color perception

Domain – The Design Process & Concept Development

Core Standard 4 Students demonstrate creative and visual problem solving using the design process for optimal design quality.

Standards

- DSF -4.1 Plan the use of the elements principles of design to solve a visual art problem
- DSF -4.2 Identify the customers wants and need for the design
- DSF -4.3 Research ideas and company profile
- DSF -4.4 Evaluate Target market
- DSF -4.5 Draw and refine designs from thumbnails to final design
- DSF -4.6 Prepare designs for presentation
- DSF -4.7 Describe the job flow from initial customer contact to collection of payment
- DSF -4.8 Produce drawings for communicating and presenting a concept visually

Domain – Page Layout

Core Standard 5 Students design products using basic page layout techniques to enhance overall visual appeal and communication.

Standards

- DSF -5.1 Proportions and White space
- DSF -5.2 Apply the rules of effective typography using hand and/or computer skills
- DSF -5.3 Compare and contrast the use of images in projects (Illustration verses Photo)
- DSF -5.4 Discern the differences between Text and Typography
- DSF -5.5 Interpret appropriate Copyrights on text and images

- DSF -5.6 Demonstrate how to place scanned graphics/photos into existing page layout
- DSF -5.7 Demonstrate text alignment, element positioning, and rules of page design for printed matter.
- DSF -5.8 Examine and construct documents with multiple measurement systems used in the field

Domain – Career Opportunities

Core Standard 6 Students apply and adapt career resources to evaluate career opportunities in design.

Standards

- DSF -6.1 Explore career opportunities in graphic design
- DSF -6.3 Identify different artistic and professional disciplines in visual communications
- DSF -6.4 Explore opportunities in a post-secondary educational program.
- DSF -6.5 Compare and contrast careers in graphics and design, along with their education, training requirements, and salary ranges
- DSF -6.6 Identify gender and diversity related issues in graphics and/or design

Domain – Portfolio and Presentation

Core Standard 7 Students demonstrate the development of a professional portfolio for future career development.

Standards

- DSF -7.1 List the criteria for selecting artwork
- DSF -7.2 Collect and refine all previous graphic design projects-- Select and organize content
- DSF -7.3 giving and receiving constructive criticism of portfolios
- DSF -7.4 List common types of portfolios and their uses

Career and Technical Student Organizations

Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in a Career and Technical Student Organization, such as the **Technology Student Association (TSA)**.