COURSE TITLE	
Yearbook	
DISTRICT COURSE NUMBER	4-DIGIT STATE COURSE CODE (COMPLETED BY SILT)
0876	**2821**

Rationale:	This course is designed to meet the needs of the college-bound students to serve as a pathway to art education.
Course Description that will be in the Course Directory:	Yearbook Design is a year-long course designed to have students understand the role of visual art, design, and its impact on society and culture, particularly in publication mediums. This course will focus on students understanding a designer's target audience and stimulating creativity through a variety of two-dimensional media. Students will then apply this artistic process to create designs for the yearbook publication. Finally, they will maintain the integrity of design through the editing process, while collaborating and communicating with their peers on the yearbook staff. The assignments in the course will demonstrate a student's ability to apply the principles of design and effectively communicate their message. Assignments will also have students process, respond to, and judge design works using their knowledge of the elements of art and the principles of design.
How Does this Course align with or meet State and District content standards?	This course meets the CA Visual Art Content Standards.

NCLB Core Subjects:	*Select up to two that apply:*
	x Arts ☐Civics and Government ☐Not Core Subject
	☐Economics ☐History
	x English ☐Mathematics
	☐Foreign Language ☐Reading / Language Arts
	☐Geography ☐Science

CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS	CTE COURSE CONTENT CODE	INSTRUCTIONAL LEVEL CODE
	☐ Tech Prep (32) (Higher Ed)	☐ CTE Introductory (01)	☐ Remedial (35)
	☐ Tech Prep & ROP(33) (Higher Ed)	☐ CTE Concentrator (02)	☐ Honors UC-Certified (39)
	☐ ROP (30)	☐ CTE Completer (03)	☐ Honors Non UC-Certified (34)
	x N/A	☐ Voc Subject	☐ College (40)
		x N/A	x N/A

Length of Course:	x Year ☐Semester
Grade Level(s):	☐9 x 10 x 11 x 12

Credit:	x Number of credits: **10**	☐College Prep
	x Meets graduation requirements (subject **Art**)	
	x Request for UC "a–g" requirements	
	CSU/UC requirement **F**	

Prerequisites:	Teacher recommendation and/or approved application. (Required) Freshmen upon approval of application.
Department(s):	VAPA
District Sites:	EDHS, ORHS, PHS, UMHS, IHS
Board of Trustees COS Adoption Date:	May 9, 2017
Textbooks / Instructional Materials:	Supplemental Materials
Funding Source:	General
Board of Trustees Textbook Adoption Date:	NA

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Course Title:

TABLE OF CONTENTS

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Yearbook**   Course Number: **0876**

Unit Title: Elements and Principles of Design

Content Area Standards (Please identify the source): List content standards students will master in this unit.

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.
1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Elements and principles of design in relationship to graphic design
- Creating the yearbook - working with a target audience
- History of graphic design
- Photography - rules of composition
- Research how design principles appear in our society and how they are used to emphasize purpose

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos
- Digital presentations
- Student exercises/practices reinforcing concepts
- Critique projects

Assessments: May include, but not limited to:

Formative
- Practice exercises
- Quizzes
- Peer Edits/Class Critique

Summative
- Exams
- Projects to be assessed against teacher rubrics evaluating mastery of concepts taught

Interventions: May include, but not limited to:
- Reteach with the option of redoing
- Scaffolding exercises that lead into a project
- Chunking larger projects into smaller assignments
- Peer partnering
- Modify/accommodate the assignments as it fits with print deadlines

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Yearbook**   Course Number: **0876**

Unit Title: Typography

Content Area Standards (Please identify the source): List content standards students will master in this unit.

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

3.4 Discuss the purposes of art in selected contemporary cultures.

4.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.

5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.
- History of typography
- Typography vocabulary, including, but not limited to, typefaces, serif, sans serif, justification, legibility, etc.
- Using font personality - typography to add emphasis and create purpose in graphic design
- Using font pairing - creating contrast with fonts

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.
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EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Yearbook**   Course Number: **0876**

Unit Title: Using Design to Deliver Theme

Content Area Standards (Please identify the source): List content standards students will master in this unit.

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
5.0 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.
- Identity design - verbal and visual theme planning
- Research past and present design trends
- Theme packages for the current yearbook publication - using design elements to create purpose and branding for the current school year

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.
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EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Yearbook**   Course Number: **0876**

Unit Title: Page Layout Design

Content Area Standards (Please identify the source): List content standards students will master in this unit.

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.
1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.
2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
2.5 Create an expressive composition, focusing on dominance and subordination.
3.2 Identify and describe the role and influence of new technologies on contemporary works of art.
3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
3.4 Discuss the purposes of art in selected contemporary cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Principles of layout design
- Assess integrity of layouts from previous yearbooks
- Creating a spread layout design terminology and concepts
- Create layouts demonstrating the principles and elements of design
- Incorporate previous design concepts covered in creating layouts
- Packaging concepts into modular design - proximity, eye line, dominance/emphasis, contrast, visual variety, etc.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

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Department: **VAPA**

Course Title: **Yearbook**   Course Number: **0876**

Unit Title: Assessment of Design During Publication Production

Content Area Standards (Please identify the source): List content standards students will master in this unit.

4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
4.5 Employ the conventions of art criticism in writing and speaking about works of art.
5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.
5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.
5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.
- Evaluate a spread based on how it incorporates the principles of design
- Use of rubrics to assess the spreads' use of the following: photography, color theory, graphic design, text, typography
- Identify and communicate successful implementation of design elements through peer editing and/or classroom critique
- Provide feedback explaining why design helps to improve the spread's delivery of content

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.
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EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Yearbook**   Course Number: **0876**

Unit Title: Crafting Promotional Tools

Content Area Standards (Please identify the source): List content standards students will master in this unit.

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.
5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Create promotional tools for the yearbook publication using elements and principles of design and Adobe InDesign and/or on-line creation tools
- Explore the variety of advertising that campaigns use to reach customers and how graphic designers find advertising design solutions
- Students design a variety of publications to be used on campus - posters, videos, and social media marketing
- Organizing a marketing strategy

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Instructional videos
- Digital presentations
- Student exercises/practices reinforcing concepts
- Critique projects

Assessments: May include, but not limited to:

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EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Yearbook**   Course Number: **0876**

Unit Title: On-Going Electronic Graphic Design Portfolio

Content Area Standards (Please identify the source): List content standards students will master in this unit.

2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
5.0 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.
5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.
- Online electronic graphic design portfolio which will showcase student growth and development of design principles
- Submissions will demonstrate the process of using graphic design to achieve purpose: drafting, providing feedback, revising, in order to create a final product
- Create an online graphic design portfolio by selecting evidence from each of the summative assessments in units 1-6
- Students will present and speak specifically to the assessment in the portfolio and deliver a reflective oral narrative about how the assessment developed your graphic design skills

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals.
- Instructional videos
- Digital presentations
- Student exercises/practices reinforcing concepts
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Assessments: May include, but not limited to:
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