

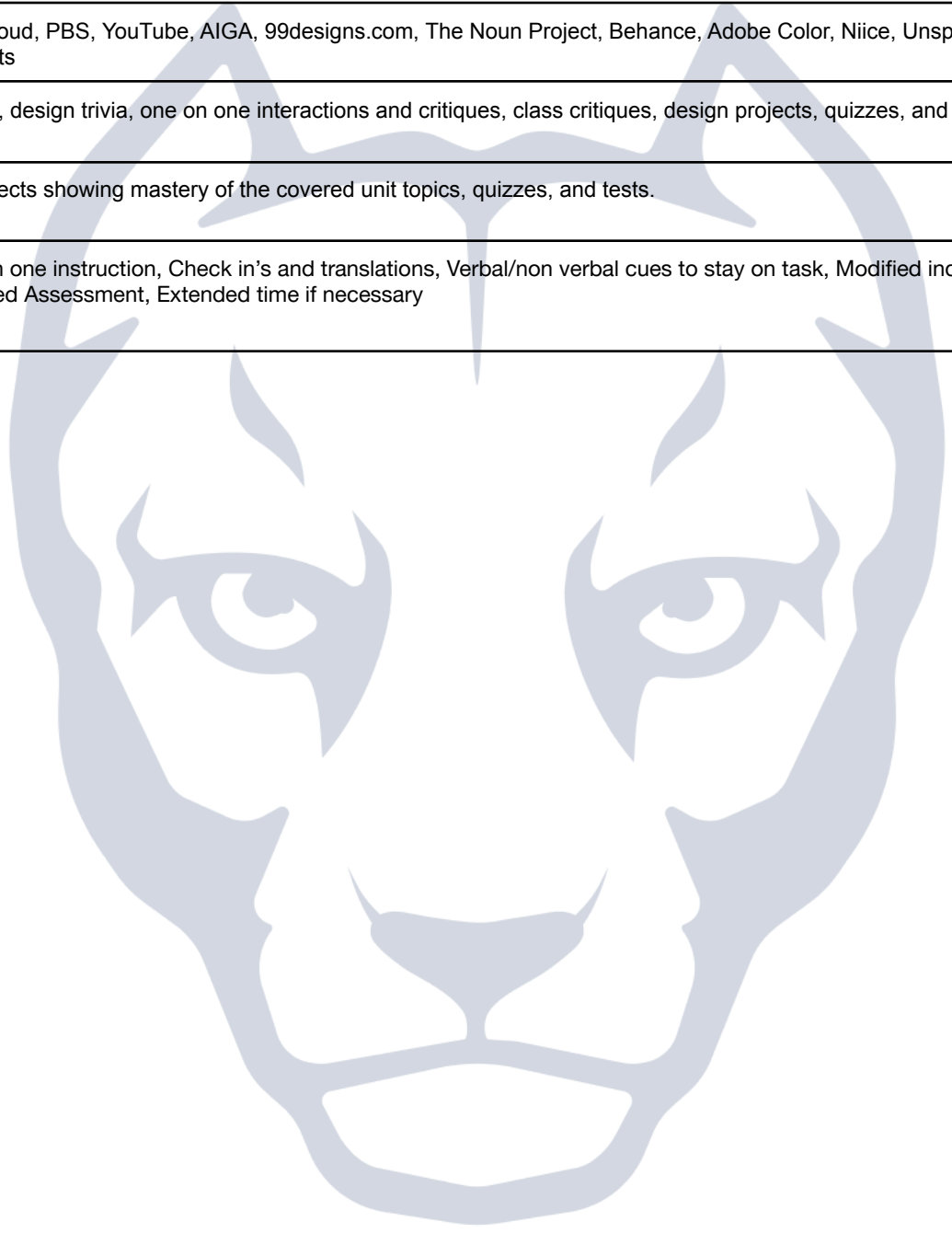
# IAA Curriculum

<b>Content Area</b>	Digital Arts	<b>Grade</b>	9-12
<b>Course Name</b>	Digital Arts Major Level III		

<b>Unit</b>	Unit 1: Branding					
<b>Concepts</b>	This unit develops theoretical and concept based competences, identifies and describes the construction of brand value. It includes brand concepts in a global context, basic brand concepts, the core elements of the brand, the construction of brand value, the importance of brand identity, brand evaluation and brand audit.					
<b>Big Ideas</b>	What is the difference between a brand, branding, and brand identity system? How can a brand make or break a company? How can a brand build customer loyalty?					
<b>Essential Understandings</b>	<p>Branding is the process by which a brand is created, communicated and managed. It creates awareness and increases loyalty. Branding covers the theory and practice of creating brand identity design products. A brand is expressed in a system of tangible items that fuel the recognition of that brand. These items will typically have a strong identity that separates them or makes them stand out from the crowd of brands on the market. The emphasis in this course is for students to learn brand strategy and what it takes to create a successful brand that can be implemented across a brand identity.</p> <p>The process of creating a brand identity system is both strategic and creative, rational and emotional. Success requires a broad understanding of visual communication concepts and an empathetic concern for the subject matter and cultural context of the system. Students will gain awareness of the history and contemporary practice of brand design by review of case studies, independent research and in-class discussion. Students will learn to apply their skills in a professional context while gaining a deeper and more relevant understanding of branding design.</p>					
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Understand how to create a brand strategy and how the supporting brand identity system is created</li> <li>• Learn what differentiates or sets a product apart from others</li> <li>• Know how to draw up a brand strategy, client brief and design strategy</li> <li>• Know how to create a brand board</li> <li>• Explain the legal considerations of corporate identity standards</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>

<b>(1 Quarter)</b>	Define and describe a corporate branding system	Various teaching methods will be used during the course. Handouts and discussion will be used, however, most of the instruction of this course will be a hands on instruction, in groups and individually. Live demonstrations will be made by the instructor then repeated and practiced by the students with one-on-one interaction to check for understanding. Real-time lessons will take place in a large group with the teacher on the computer using the projector or Apple TV, students working on their own computers with the teacher. Individual proofing and consulting will take place after demonstrations take place and art projects begin. Group critiques and individual evaluation will take place upon completion of art projects. During the course of the year students will be given the opportunity to review design books and magazines, as well as review websites for potential ideas for new projects.				Brand Branding Brand Identity Brand Board Style Guide Color Palette Font Palette Target Audience
	Demonstrate understanding of the design process and how it is applied to corporate identity and branding					
	Develop and design a comprehensive brand identity system					
	Compare similarities and differences between competitor brand identity systems					

<b>Resources</b>	Adobe Creative Cloud, PBS, YouTube, AIGA, 99designs.com, The Noun Project, Behance, Adobe Color, Niice, Unsplash, Drawkit, Dafont, Print Magazine, Communication Arts
<b>Formative Assessments</b>	Class participation, design trivia, one on one interactions and critiques, class critiques, design projects, quizzes, and tests.
<b>Summative Assessments</b>	Completion of projects showing mastery of the covered unit topics, quizzes, and tests.
<b>Strategies for ELL and IEP Support</b>	One on one instruction, Check in's and translations, Verbal/non verbal cues to stay on task, Modified independent practice, Modified exit ticket, Modified Assessment, Extended time if necessary



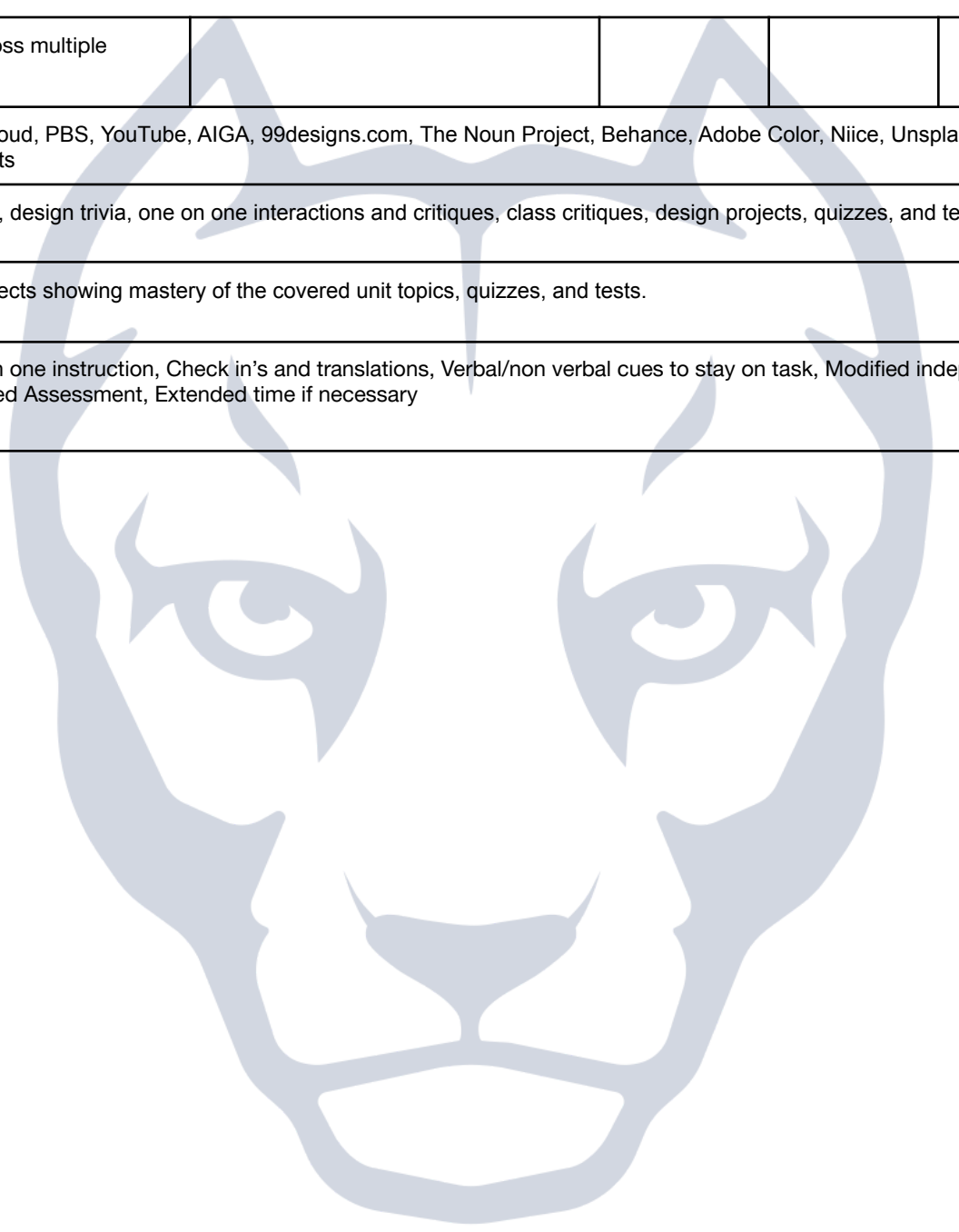
# IAA Curriculum

<b>Content Area</b>	Digital Arts	<b>Grade</b>	9-12
<b>Course Name</b>	Digital Arts Major Level III		

<b>Unit</b>	Unit 2: Identity Design					
<b>Concepts</b>	In this unit we will focus on solving the complex design challenges of Corporate Identity including logotype and identity development, and defining design systems to align disparate print, TV, web, mobile, and site-specific brand expressions.					
<b>Big Ideas</b>	How does Identity Design differ from Branding? What are the strategies designers can use to connect all print and media pieces into a cohesive identity system? How does color psychology play a role in Identity Design?					
<b>Essential Understandings</b>	<p>An identity encompasses all the qualities that help an audience recognize a business. These include a logo, graphic elements, typefaces, color palettes, sounds or songs, materials or textures, formats, photographic styles, characters, voice(s), locations, and associated events or businesses.</p> <p>This unit provides students with an understanding of methodologies and strategies used for logo development, and visual identity. Students will work on extended projects exploring identity systems with various forms such as logo, stationary, packaging, signage, print and web design. Emphasis will be placed on developing effective identities and strategies to creatively solve design and communication problems; design process; and professional presentations. Students will explore systematic approaches to effective identity systems from concept development through design and production.</p>					
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Thoroughly research and investigate a business's services, products, context, and audience</li> <li>• Apply research toward the development of a concept which innovatively connects the business with its audience</li> <li>• Promote the business entity through a meaningful system of content and visual elements, including color palette, typography, copywriting, graphics, and imagery</li> <li>• Extend the identity system cohesively across a series of related projects, in various formats</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(1 Quarter)</b>	Understand history, principles of logo, branding, and identity design	Various teaching methods will be used during the course. Handouts and discussion will be used, however, most				Logo Logotype Wordmark

		<p>of the instruction of this course will be a hands on instruction, in groups and individually. Live demonstrations will be made by the instructor then repeated and practiced by the students with one-on-one interaction to check for understanding. Real-time lessons will take place in a large group with the teacher on the computer using the projector or Apple TV, students working on their own computers with the teacher. Individual proofing and consulting will take place after demonstrations take place and art projects begin. Group critiques and individual evaluation will take place upon completion of art projects. During the course of the year students will be given the opportunity to review design books and magazines, as well as review websites for potential ideas for new projects.</p>				<p>Icon Symbol Letterhead Stationary Packaging Signage Collateral Material Cohesive</p>
	Demonstrate understanding of the methodologies for developing successful logo, branding and identity design					
	Understand the strategies that communicate effectively to the target audience					
	Demonstrate skills in combine typography, color theory and layout to form a cohesive visual brand identity					
	Develop and design a cohesive					

	brand identity across multiple platforms				
<b>Resources</b>	Adobe Creative Cloud, PBS, YouTube, AIGA, 99designs.com, The Noun Project, Behance, Adobe Color, Niice, Unsplash, Drawkit, Dafont, Print Magazine, Communication Arts				
<b>Formative Assessments</b>	Class participation, design trivia, one on one interactions and critiques, class critiques, design projects, quizzes, and tests.				
<b>Summative Assessments</b>	Completion of projects showing mastery of the covered unit topics, quizzes, and tests.				
<b>Strategies for ELL and IEP Support</b>	One on one instruction, Check in's and translations, Verbal/non verbal cues to stay on task, Modified independent practice, Modified exit ticket, Modified Assessment, Extended time if necessary				



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<b>Content Area</b>	Digital Arts	<b>Grade</b>	9-12
<b>Course Name</b>	Digital Arts Major Level III		

<b>Unit</b>	Unit 3: Environmental Design					
<b>Concepts</b>	This unit is an introduction to the Environmental Graphic Design specialty including wayfinding systems, architectural graphics, signage, exhibit design, and mapped and themed environments.					
<b>Big Ideas</b>	How can our work as designers impact the environment and affect the human experience? How do the ideas of beauty, novelty, authenticity, clarity, and inspiration affect environmental design? How can both physical and digital environments come together to work as a whole?					
<b>Essential Understandings</b>	Environmental graphic design — sometimes known as experiential graphic design — incorporates disciplines such as interior, architectural and industrial design to create a physical space that people can connect to. This unit explores the role of the signs, colors, imagery, and forms and symbols that we use every day to direct and guide us through our physical and digital environments. This area of study is situated at the crossroads of graphic design, built environment, digital technologies and industrial design. In this unit students develop skills essential for designing way-finding systems, architectural graphics, signage and sign programs, exhibit design, retail design, and themed or branded spaces. Students will explore the use and historical context of universal symbols and info graphics in both a local and global context as a foundation for creating their own system of way finding for an industry-relevant brief.					
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Understand the different areas of environmental graphic design and how it relates to other design disciplines including information design, architecture, and interior design</li> <li>Articulate design concepts related to environmental graphic design project planning and implementation</li> <li>Utilize background research on geography, demographics, environment, and architecture to develop design concepts</li> <li>Develop strategies and design goals that translate into visual communication pieces that connect people to place</li> <li>Apply principles of color theory, design systems, narrative, legibility, usability, and accessibility to articulate visual messages in the environment</li> <li>Research and understand the main fabrication processes, technologies, and materials involved in the implementation of environmental design projects</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(1 Quarter)</b>	Critique and apply principles of way finding and icon design	Various teaching methods will be used during the course. Handouts and discussion will be used, however, most				Experiential Design Way finding Architecture

		<p>of the instruction of this course will be a hands on instruction, in groups and individually. Live demonstrations will be made by the instructor then repeated and practiced by the students with one-on-one interaction to check for understanding. Real-time lessons will take place in a large group with the teacher on the computer using the projector or Apple TV, students working on their own computers with the teacher. Individual proofing and consulting will take place after demonstrations take place and art projects begin. Group critiques and individual evaluation will take place upon completion of art projects. During the course of the year students will be given the opportunity to review design books and magazines, as well as review websites for potential ideas for new projects.</p>				<p>Interior Design Exhibit Design Themed Environments Signage Window film Floor Graphics Wall Graphics Backlit Demographics</p>
	Adapt design solutions to 2D, 3D and digital applications					
	Develop and evaluate a way finding system and produce a guide for its usage and application					
<b>Resources</b>	Adobe Creative Cloud, PBS, YouTube, AIGA, 99designs.com, The Noun Project, Behance, Adobe Color, Niice, Unsplash, Drawkit, Dafont, Print Magazine, Communication Arts					
<b>Formative Assessments</b>	Class participation, design trivia, one on one interactions and critiques, class critiques, design projects, quizzes, and tests.					
<b>Summative Assessments</b>	Completion of projects showing mastery of the covered unit topics, quizzes, and tests.					



**Strategies for ELL and IEP Support**

One on one instruction, Check in's and translations, Verbal/non verbal cues to stay on task, Modified independent practice, Modified exit ticket, Modified Assessment, Extended time if necessary



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<b>Content Area</b>	Digital Arts	<b>Grade</b>	9-12
<b>Course Name</b>	Digital Arts Major Level III		

<b>Unit</b>	Unit 4: Packaging Design					
<b>Concepts</b>	Students will learn how to apply the design elements and principles, as well as color theory and advertising strategies to 3 dimensional package designs.					
<b>Big Ideas</b>	How can the elements and principles of print design be applied to a 3 dimensional product? How does sustainability play a role in packaging design? How important is visibility and visual desire in the consumer marketplace?					
<b>Essential Understandings</b>	This unit focuses on the development of packaging for the marketplace. Students will be exposed to how package designers visually communicate using 3-dimensional form. Emphasis is placed on developing solutions in relationship to marketing concepts and objectives for various products. In addition, consumer and client research and marketing techniques will be addressed. Students will develop packaging from initial concept to production and presentation of 3D designs. Typography, photography and illustration are integrated into complete packaging designs. Various substrates, materials, methods, practical and production considerations are explored in this course.					
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Understand how to develop research and gain a broader understanding of the many opportunities within the package design field</li> <li>• Use an effective design process and phases of design to develop innovative concepts for packaging solutions</li> <li>• Understand how to source materials, containers, and resources to bring their concepts into fruition as 3D models</li> <li>• Understand how to work with typographic elements and basic legal required copy elements on packaging</li> <li>• Understand FDA requirements for packaging</li> <li>• Understand sustainability issues related to packaging</li> </ul>					
<b>Dates (estimates only)</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Keystone or PSSA Anchors</b>	<b>Keystone / PSSA Eligible Content</b>	<b>Vocabulary</b>
<b>(1 Quarter)</b>	Apply the 2-dimensional and 3-dimensional design elements and principles involved in package	Various teaching methods will be used during the course. Handouts and discussion will be used, however, most				Prototype Primary Packaging Secondary Packaging

	design	<p>of the instruction of this course will be a hands on instruction, in groups and individually. Live demonstrations will be made by the instructor then repeated and practiced by the students with one-on-one interaction to check for understanding. Real-time lessons will take place in a large group with the teacher on the computer using the projector or Apple TV, students working on their own computers with the teacher. Individual proofing and consulting will take place after demonstrations take place and art projects begin. Group critiques and individual evaluation will take place upon completion of art projects. During the course of the year students will be given the opportunity to review design books and magazines, as well as review websites for potential ideas for new projects.</p>				<p>Shelf Appeal Substrate Structural Packaging Dieline Score Nesting Sleeve Slide Box Offset Printing</p>
	Construct 3D packaging mockups, and models					
	Design packaging for a specific consumer/retail market					
	Identify and apply the methods, material, and production considerations involved in package design					
	Investigate resources and design references as inspiration					
	Demonstrate the importance of					

	package design visibility in the commercial marketplace					
	Describe packaging production processes and techniques					
<b>Resources</b>	Adobe Creative Cloud, PBS, YouTube, AIGA, 99designs.com, The Noun Project, Behance, Adobe Color, Niice, Unsplash, Drawkit, Dafont, Print Magazine, Communication Arts					
<b>Formative Assessments</b>	Class participation, design trivia, one on one interactions and critiques, class critiques, design projects, quizzes, and tests.					
<b>Summative Assessments</b>	Completion of projects showing mastery of the covered unit topics, quizzes, and tests.					
<b>Strategies for ELL and IEP Support</b>	One on one instruction, Check in's and translations, Verbal/non verbal cues to stay on task, Modified independent practice, Modified exit ticket, Modified Assessment, Extended time if necessary					