

SCOPE AND SEQUENCE



Course Name: Design & Illustration ([Link to class website](#))

Instructor: Lisa Rader

Career Cluster: Arts, Entertainment, & Design

Sub-Cluster: Design & Digital Arts

HS Course Credits: 1 fine arts and 2 electives

Additional: .5 Technology credit for VUHS students

Additional: .5 Design credit for MUHS students

Fast Forward Optional Credits: ART-2020-VC01: Color Theory and ART-1060-VC01 Two-Dimensional Design, Community College of Vermont

Tier 2 Credentials: VT Portfolio in the areas of: Graphic Design & Illustration, Fine/Visual Art, Multiple Media; National Career Readiness Certificate

Tier 1 Credentials: none

CTSO/Enrichment: SkillsUSA, National Technical Honor Society, National Portfolio Day

Recommended Preparation For Success In This Course: At least one previous foundation art class (basic art, drawing, or Visual Communications, etc.); strong literacy foundation; must be self-motivated and have an interest in art, 2D design, and computers; a willingness to be experimental, expressive, and creative.



Tagline: “Art People Use”

Student appeal: Artists don’t play by the rules.

Design and Illustration is a year-long program where you'll dive into graphic design and drawing. We'll also explore careers in the arts. Throughout the year, you'll build a portfolio of your artwork. This portfolio can be used for applying to colleges, internships, or starting jobs in graphic design and illustration. You'll get hands-on with both traditional art supplies and cool tech like Adobe Photoshop, InDesign, Illustrator, digital drawing tablets, cameras, and scanners. By the end, you'll not only create dynamic art but also learn how to explain your creative ideas and express yourself through your work.

For more information and examples of past projects, visit:
[Our D & I Class Website](#)

Course Description: In *Design & Illustration*, you'll explore the fusion of digital tools and traditional art making, creating captivating works that blend the best of both worlds.

This hands-on course introduces you to powerful creative software —Photoshop and Illustrator—where you'll learn to craft stunning illustrations and graphic designs with precision and creativity. But we don't stop there! You'll also explore a wide range of physical art materials and methods— spray paint, charcoal, pastel, printmaking, and mixed media—to give your designs depth and expression. In this daily, year-long class you will learn how to seamlessly move between the digital canvas and your physical work, and discover how to incorporate hand-drawn elements into your designs with a fresh blend of art techniques. Students are encouraged to pursue their own artistic styles on their way to solving real art and design problems.

By the end of this course, you'll have a portfolio packed with diverse, dynamic projects—showcasing your abilities in both digital design and physical illustration. If you're eager to expand your creative toolbox and elevate your art to the next level, *Design & Illustration* is where your journey begins! **See examples of the kinds of work that you'll make. Visit:**

<https://sites.google.com/pahcc.org/d-i/gallery-and-goings-on>

Students who take D & I for a year have the option of taking a second year of D & I. Acceptance into a second year is contingent upon:

- 1) **Space availability.** If there are any open seats in the program by August 1st, seats will be offered to second year students.
- 2) **Grades.** Students must have a 2.5 in both Academic Mastery and Habits of Work in their first year of Design & Illustration to advance to a second year in D & I.

The focus of study in year two will be professional development of a student's design portfolio, Co-op education placements (if applicable), work in and for the community, and advanced design and illustration problems.

Proficiencies/Learning Targets: [Link](#) *Learning Targets are based modeled after the creative process.*

LT 1: RESEARCH & TEST I conduct research by collecting design elements, by examining professional examples, and by studying art & design methods/styles. I experiment with and test methods, materials (traditional and digital), examine subject matter and use my imagination to cultivate creativity and spur innovation. [VA:Cr2.1.Ia, VA:Cr1.1.Ia]

LT 2: IDEATE & DEVELOP I learn to work without a preconceived plan. I develop a range of ideas and document my creative thinking and design process. [AR-VIS 3.3, VA:Cn10.1.Ia, MA: Cr1.1.I]

LT 3: CREATE & EVALUATE I create artistic work that is original and expressive, demonstrating an understanding technique. I intentionally select art materials (virtual and physical), technologies, methods, and tools to fit the creative problem. I evaluate, revise and refine my work using feedback from a variety of critique and assessment models. I examine and evaluate the work of my peers and the work of professionals.

[MA:Cr2.1.II,VA:Cr3.1.IIa, AR-VIS 1.3,]

LT 4: COMPLETE I complete finished-quality art and designs that: meet the art/design objective, demonstrate strong craft, clearly express the main idea, communicate an intended message, meet client specifications, fit the presentation environment and/or audience, are portfolio-ready, and are on deadline. [VA:Pr5.1.IIa, MA:Cr3.1.IIb, VA:Cn10.1.Ia]

LT 5: CONNECT & RELATE I reflect on designs and on my work process using art, design, and industry terms. I can discuss and present artwork in a range of settings. I can read art and design texts for understanding. I am a responsible young professional when dealing with my client and/or community and understand the ethical implications of making and distributing creative work. [MA: Cn11.1.Ib, VA:Cr2.2.IIa & AR 4.1, VA:Re7.1.Ia]

Standards: Design & Illustration program standards are aligned with Vermont's CTE [Digital and Visual Arts proficiencies](#), and are drawn from the National Core Art Standards for [Visual Arts](#) (indicated as VA), the National Core Art Standards for [Media Arts Performance](#) (indicated above as MA) Critical Proficiencies Anchor Standards (VT), which derive from and are aligned with the Common Career Technical [Core Standards for the Arts, Entertainment, & Design](#) (indicated above as AR-VIS).

Additional standards alignment includes:

PAHCC [Habits of Work](#): Safety, Work Ethic, Reliability, People Skills

PAHCC [Transferable Skills](#): Creative and practical problem solving; Inquiry; Informed and Integrated Thinking.

CCTC - [Career Ready Practices](#)

Design & Illustration: 2 Dimensional Approaches (concurrent with CCV course ART-1060: Two-Dimensional Design)

Unit and Essential Question(s)	Estimated # of Classes Periods <i>(assumes 120-minute classes)</i>	Learning Targets
Unit 1: Foundations of Art Making & Creative Thinking Essential Questions: <i>What are the foundations of art and design and how can I successfully apply them in my work?</i>	20 Classes 2400 Minutes	Learning Targets: LT1, LT2, LT3, LT4, LT5 • Conduct personal research of materials, tools, and effects demonstrated in class • Explain the art/design problem and begin to solve it using the appropriate design software for the task. • Recognize the importance of the critique process. • Recognize good craftsmanship and poor craftsmanship. • Demonstrate a developing understanding of craft.
Unit 2: Text As Art, Text in Art Essential Questions: <i>When is text art? How is text used in artistic and design works?</i>	20 Classes 2400 Minutes	Learning Targets: LT1, LT2, LT3, LT4, LT5 • Revise and refine my work using feedback that I received during critique to create a more finished final product. • Explain copyright, Fair Use or the Public Domain and why it matters to artists/designers. • Explain the difference between formatting work for digital platforms vs. physical output. • Analyze and select artworks and/or designs for critique.

Unit 3: Graphic Design & Visual Communication Strategies Essential Questions: <i>How are art and design principles used to create successful two-dimensional designs? How are visual communication strategies used by designers to focus design messaging to the viewer/consumer?</i>	20 Classes 2400 Minutes	Learning Targets: LT1, LT2, LT3, LT4, LT5 • Experiment with materials, tools and methods in a targeted way to explore how they can best express my ideas or deliver my message. • Evaluate the design problem and then intentionally choose the appropriate computer software or art tool for the job. • Revise and refine my work using feedback that I received during critique to create a more finished final product. • Demonstrate responsible behavior in my creation and distribution of artworks. • Act professionally and ethically when dealing with my client and/or community. • Use art and design terminology and/or academic language to enhance my message.
Unit 4: Portfolio & Vision Essential Questions: <i>How can I best showcase my artistic vision and voice through my portfolio of work?</i>	20 Classes 2400 Minutes	Learning Targets: LT1, LT2, LT3, LT4, LT5 • Exhibit high-crafted work (in a virtual or physical environment), having developed a creative and personal approach to a particular tool, material or method. • Demonstrate responsible behavior in my creation and distribution of artworks.
Design & Illustration: Understanding Color (concurrent with CCV course ART-2020-V001: Color Theory) Link to ‘Assignments At-a-Glance’		
Unit 1: Foundations of Artmaking & Creative Thinking Essential Questions: <i>How do artists and designers see? How can designers use</i>	20 Classes 2400 Minutes	Learning Targets: LT1, LT2, LT3, LT4, LT5 • Assess the problem and compile reference and inspiration imagery to help generate ideas and feed my imagination. • Experiment with materials, tools and methods in a targeted way to

<i>color to advance and communicate their design concepts?</i>		explore how they can best express my ideas or deliver my message. • Compare different materials and methods for the task at hand.
Unit 2: Combining Digital and Physical Media Essential Questions: <i>How do designers and illustrators use both physical and digital tools to leverage their designs? What specific digital and physical tools are fitting for the specific design brief or problem?</i>	20 Classes 2400 Minutes	Learning Targets: LT1, LT2, LT3, LT4, LT5 • Develop prototypes, virtual mock ups, thumbnail sketches, etc. to develop and envision the art/design. • Assess my craft by reviewing how I developed my understanding of a particular tool, material or method. • Revise and refine my work using feedback that I received during critique to create a more finished final product.
Unit 3: Text and Image Relationships Essential Questions: <i>How does text influence image meaning and vice versa? How do different design formats (pamphlet, book, etc.) and the fourth dimension impact text and imagery?</i>	20 Classes 2400 Minutes	Learning Targets: LT1, LT2, LT3, LT4, LT5 • Assess the problem and compile reference and inspiration imagery to help generate ideas and feed my imagination. • Evaluate the design problem and then intentionally choose the appropriate computer software or art tool for the job. • Refine and modify artworks and media designs to create a product that reflects my personal aesthetics. • Explain how an artwork or design fits the context, fulfills its purpose, and/or adds value.
Unit 4: Portfolio & Vision Essential Questions: <i>How can I best showcase my artistic vision and voice through my portfolio of work?</i>	20 Classes 2400 Minutes	Learning Targets: LT1, LT2, LT3, LT4, LT5 • Develop a strategy to deliver an intended message or idea. • Formulate a finished product with an understanding of audience and client specifications and needs in mind. • Apply a personal aesthetic by managing materials and methods. • Exhibit high-crafted work (in a virtual or physical environment), having developed a creative and personal approach to a particular tool, material or method. • Demonstrate responsible behavior in my creation and distribution of artworks.

		• Use art and design terminology and/or academic language to enhance my message.
--	--	--

The Patricia A. Hannaford Career Center ensures equal employment and educational opportunities regardless of race, color, creed, gender, age, handicapping condition/disability, national origin, or sexual orientation, in compliance with federal and state law.