Name: David Petersen	Grading Quarter: 4	Week Beginning: 5/5
School Year: 24-25	Subject: Graphic Design 1	

Monday	Notes:	Objective: **Utilize Paragraph and Type Control Bars when composing a Magazine Article** Lesson Overview: Have them do a text frame with placeholder text. Then go through each piece and have them experiment a little by changing something in the text. It is more a continuation of the same bar as it repeats itself. Go over Page 4 and explain each part then do the paragraph styles on page 5 (not as much to talk about or use) DUFFER- Type in text frame, change columns on top, go into photoshop and delete background around duffer as transparency, save as png, place into ID, open text wrap (choose largest image, detect edges)	Academic Standards: 6.1 Identify elements of design (e.g., line, shape, form, texture, pattern, color, value, space, and size) 8.11 Create single- and multi-page graphic works utilizing margins, columns, grids, and bleeds
Tuesday	Notes:	Objective: **Demonstrate understanding of the ID Toolbar** Lesson Overview: Go over the tool bar and focus in on the page tool, content, and any other new tools that they may not be familiar with Especially Page Tool, Gap Tool and Content Tools Go through the toolbar and point out new tools they may use. Save files as PNG to copy an image without having a white background	Academic Standards: 8.11 Create single- and multi-page graphic works utilizing margins, columns, grids, and bleeds

| Wednesday | Notes: | Objective: **Evaluation compositions of Magazine Articles with peers**

Lesson Overview:

 Students will go over the criteria and evaluate each other on how well these things were accomplished (rotate)
Written in own words

-subject of choice
- read through that It makes sense
-own words
-2 columns- Margins half inch
-1-2 Pages
-background
- drop caps
-repetition of color from their picture or graphic
-text wrap
-check spelling and punctuation
-appropriate size of font and text
-no more two fonts
-good choice of font
-colors match theme
-balanced
-heading
-appropriate use of margins
-emphasis
-contrast
-repetition
-legibility
-readability | Academic Standards:
12.4 Utilize presentation skills to present a solution to a project, demonstrating an understanding of the relationship between content, color, typography, images, and layout
3.2 Apply formatting, editing, and proofreading skills to all forms of writing
6.1 Identify elements of design (e.g., line, shape, form, texture, pattern, color, value, space, and size)
7.6 Describe project evaluation and review techniques (e.g., compare final product to original needs and specifications; give and receive feedback on a project)
8.1 Define the kinds of industry standard software and what they should be used for: photo manipulation, drawing, and page layout
8.7 Create single and multi-page products using industry standard layout software and/or online, according to specifications |

	Notes:	Objective: **Utilize Pre-flight -Transferring files to print, and understand gamuts and pdf settings**	Academic Standards: 5.6 Identify file transfer options for security, compatibility, and control (i.e., physical media, cloud-based, network, peerto-peer, etc.)
Thursday		Lesson Overview: Missing Links- Don't erase the original files Show students how to save to a pdf under file-pdf presets and export it to a flash drive Have the students go into ID and look at the different toolbars that are available. Talk about the differences Explain what RIP software is and what happens when you print something out that has a lot of graphics Talk about High Resolution files and the use of 72 web, 300 printing, 1200 High resolution (photos) Talk about traveling files and the problems that can occur with this (best is a pdf, but can't be changes)- Colors, Font, Different Software or Versions (some are backwards compatible, but few are forward compatible, Explain RGB to CMYK Talk about how even illustrator files can change...one computer to another because of presets etc. Explain how a printer cannot print in RGB and Print Gamut and changes that can occur Watch Measurement and have the students practice changing the measurements on the page set up Talk about how their screen is in RGB and the printer prints in cmyk (also bring up color proofing)	

Friday	Notes:	Objective: **Create Business Cards and include Printers Marks** Lesson Overview: Sit down with the class and look at the cards and review them Show the students how to use printers' marks and how to step and repeat USE sample "business Card Sample" in folder	Academic Standards: 6.1 Identify elements of design (e.g., line, shape, form, texture, pattern, color, value, space, and size) 7.1 Generate project ideas using stakeholder communication, research, brainstorming, thumbnails, roughs, mock-ups, and wireframes 7.2 Identify demographic components for a target audience (e.g., gender, age, income, education, socioeconomic, ethnicity, and location) 8.1 Differentiate among the color spaces (e.g., RGB, CMYK, Spot Color, L*a*b*, HSB, HSL, grayscale, and hex color) and how they relate to graphic design 8.11 Create single- and multi-page graphic works utilizing margins, columns, grids, and bleeds 8.3 Apply knowledge of design principles, elements, typography, and color relationships to projects