

**MHS ART DEPARTMENT PROPOSAL**



**GRAPHIC DESIGN PROGRAM**

*"Fostering global intelligence for success in the 21st century"*

## DESIGN RATIONALE

Design instruction in the United States is undergoing a significant transformation. Older concepts of specific skill preparation are being replaced by a broader concept of work preparation emphasizing curriculum integration and the learning of higher order technical and academic skills. However, it is not sufficient to identify curricular components without also addressing the specific educational strategies required to engage students in global thinking. For students, learning through innovative projects can result in a deeper understanding of the relationships among different forms of knowledge and different disciplines. Optimally, professional project-based learning develops students' research, analytical, and problem-solving skills. It fosters their ability to learn cooperatively as they engage in interesting and imaginative work.

The digital age requires students to have high academic standards, technological fluency, communication skills, information literacy, and independence in learning and critical thinking abilities. These requirements reflect the need for a program that reinvents current practices. Technology and problem-solving skills need to be integrated to create an educational climate which promotes innovative thinking across disciplines. These abilities will prepare our students for success in the global 21st century.

THE **SIX PRINCIPLES OF CONSTRUCTIVE DESIGN** THAT WE PROPOSE AND THEIR SOURCES ARE:

1. Set the stage but have the **students generate the knowledge** for themselves as much as possible  
(Jacoby, 1978; Black, Carroll and McGuigan, 1987)
2. Anchor the knowledge in **authentic situations** and activities (Cognition and Technology Group at Vanderbilt, 1990)
3. Use the **cognitive apprenticeship** methods of modeling, scaffolding, fading and coaching to convey how to construct knowledge in authentic situations (Collins, Brown and Newman, 1990)
4. Situate knowledge in **multiple contexts** to prepare for appropriate transfer to new contexts (Gick and Holyoak, 1983)
5. Create **cognitive flexibility** by ensuring that all knowledge is seen from multiple perspectives  
(Spiro, Feltovich, Jacobson and Coulson, 1991)
6. Have the **students collaborate** in knowledge construction (Johnson and Johnson, 1975)  
*(Educational Communications and Technology / Teachers College, Columbia University)*

## **PROPOSED CURRICULUM**

Graphic Design is a unique, innovative program which challenges students to apply and build on their multiple intelligences to solve open-ended problems in a design lab situation. This course involves a variety of activities including: collaborative group work, think tank brainstorming, research, hands-on labs, and design analysis. Project work is constructed to bridge together multiple disciplines, thereby creating connections between Science, Technology, Engineering, Mathematics, Literature and Art topics. Students will be motivated to broaden their perspectives and develop new solutions by integrating various thinking skills. These classes will provide an overview of real-world career opportunities and discuss the path within the high school curriculum that will best prepare them for the 21st century workplace.

### **DESIGN STUDIO I**

#### **Grades 9-12**

In this course students will learn the aesthetics involved in communicating a message through effective design. Conceptual problem-solving skills for real-world studio projects will be assigned, including: editorial design, advertising, posters, packaging, and promotional collateral. Focus will be on studying and applying an aesthetic knowledge of artwork, typography, and the elements of design to solve conceptual problems and communicate effectively with a specific audience. Numerous areas within the field will be explored, such as: the creation of artwork, assigning and collaborating with photographers/illustrators/programmers, and developing an understanding of the web and printing process. Using programs such as InDesign, Adobe Photoshop, and Adobe Illustrator, this class will be an innovative challenge in creating effective design solutions.

### **DESIGN STUDIO II**

#### **Grades 10-12**

This course will be an in-depth exploration in creating graphic solutions for design problems. Conceptual problem-solving skills will be further developed for real-world studio projects such as: advertising, magazines/

books, promotional packaging and web design. Focus will be on art directing and designing client-related projects with realistic deadlines. Students will collaborate, create artwork, write and conceptualize typography, and incorporate the elements of design to communicate their ideas effectively. Further investigation of design software, such as: In Design, Adobe Photoshop, and Adobe Illustrator will be utilized. Creativity, critical thinking, and wit are ingredients students will apply to every exciting problem-solving project.

## **AP DESIGN STUDIO / PORTFOLIO DEVELOPMENT      Grades 11-12**

The goal of this course is for students to create an innovative, modern portfolio that illustrates the ability to stay on-trend, think outside the box and design for the page as well as the screen. Students will develop their own ideas, conceptual voice, define content and solve real-world design problems. How to develop ideas and how to best communicate them graphically through image creation and typography will be emphasized. Assignments will include book design, packaging, brand identity, posters, magazines, print and digital design forms. This advanced design and typography course will focus on working through each project to create portfolio-quality work for college submission and the AP college board.

## **COLLABORATIVE DESIGN LAB                      Grade 12**

This course is designed to simulate an operational design/media firm that allows for individual and collaborative work. This program is tailored for students interested in further developing their professional skills in graphic design fields, including environmental, product, web, package design and global branding strategies. This course involves a variety of processes including: collaborative group work, think tank brainstorming, research, hands-on labs, and design analysis. Project work is constructed to bridge together multiple disciplines, thereby creating connections between Science, Technology, Engineering, Mathematics, and Art topics. A main goal of the program is to experience a real-world collaborative setting, interacting and problem-solving with peers and professionals. Through these connections, designers will create new materials of value that are responsive to the needs and wants of a society in flux and to contribute objects and campaigns of worth that integrate the best in design and design thinking. Students are educated not only in a variety of graphic disciplines, but also in the complex interrelationships of all the visual vocabularies.