

Glen Ridge Public Schools –Visual & Performing Arts Curriculum



Course Title: Design & Production

Subject: Visual & Performing Arts

Grade Level: 12

Duration: Full Year

Prerequisite: None

Elective or Required: Elective

Visual & Performing Arts Mission Statement:

An education in the arts is an essential part of the academic curriculum for the achievement of human, social and economic growth. An arts education enables personal, intellectual and social development for each individual and strives to enhance the student's sense of confidence and self-esteem. The visual arts are uniquely qualified to cultivate a variety of multiple intelligences with powerful ways of communicating ideas, thoughts and feelings. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. Creativity in solving art-related problems provides students with values that will better prepare them for future professional endeavors.

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive and sequential program of study in the visual arts. Arts education ensures the development of intuition, imagination, expression, performance and critiquing skills. An interdisciplinary approach to the arts ensures every student experiences and understands the arts in relationship to history and culture. The fine arts contribute to the growth of students into life-long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences and enriching their lives.

Course Description:

The yearbook course has been designed to provide students with the journalism skills and the ability to apply those skills to the actual productions of the yearbook. Units of study include teamwork, responsibility, brainstorming, content, coverage, concept, production, reporting, writing, headlines, captions, editing, photography, typography, design, graphics, finances, yearbook campaign, layout, publishing, advertising and distribution. Software programs that are available for students to acquire skills are Adobe InDesign and Adobe Photoshop.

Actual work results in the current volume of the high school's yearbook. The publication strives to maintain a tradition of excellence in which the school and the community can take pride.

Mastery of the goals and objectives in all areas of publication production can provide students with the ability to pursue journalism and graphic layout with a strong background either in their advanced studies or in a career.

Goals and Objectives:

- A. Students will be able to define the role of a yearbook in the school environment.
 - 1. Students will identify the functions of a yearbook.
 - 2. Students will recognize the most effective ways to report the story of a school year.
 - 3. Students will recognize the importance of audience and readers' expectations.
- B. Students understand, practice and learn skills for effective leadership at all levels of an organization.
 - 1. Students will recognize the value of self-knowledge, awareness and clear communication in effective leadership.
 - 2. Students will recognize the value of consistency, goal setting and feedback in effective leadership.
 - 3. Students will recognize the value of a positive, open-minded attitude with effective leadership.
- C. Students will understand, practice and learn skills for applying ethical and legal considerations to planning, storytelling and production.
 - 1. Students will identify the rights and responsibilities (fairness, accuracy and good taste) provided by the First Amendment and scholastic-specific court decisions.
 - 2. Students will recognize libel as a type of unprotected speech and how to avoid it.
 - 3. Students will recognize the restrictions that copyright and trademark protection may place on the publication of material belonging to others.
- D. Students will understand, practice and learn skills for generating ideas.
 - 1. Students will recognize the value of collective brainstorming to develop a complete set of ideas for all aspects of the yearbook.
 - 2. Students will identify and apply the steps in the brainstorming process.
 - 3. Students will identify specific brainstorming techniques and strategies.
- E. Students will understand, practice and learn skills for developing content with verbal and visual elements.
 - 1. Students will identify a variety of effective verbal formats for developing content.
 - 2. Students will identify effective visual elements for developing content.
 - 3. Students will identify effective strategies for making decisions about content.
- F. The students will understand, practice and learn skills for planning and placing content in the yearbook.
 - 1. Students will identify the factors that determine effective coverage.
 - 2. Students will recognize traditional unique section approaches to organizing activities, events and issues (student life, academics, organizations, sports and people).
 - 3. Students will recognize the organizational and management contribution of a systematic ladder diagram.
- G. Students will understand, practice and learn skills for developing the unifying idea/theme for the yearbook.
 - 1. Students will recognize the function of a theme as a verbally and visually unifying and personalizing concept.
 - 2. Students will recognize the verbal elements that contribute to theme development.
 - 3. Students will recognize the visual techniques available to unify the theme.
- H. Students will understand, practice and learn skills for preparing the yearbook for print production.
 - 1. Students will recognize the ways that technology increases page creation and submission options.

2. Students will recognize the procedures for submission of photos.
 3. Students will identify methods for effective and efficient proofing of pages and quick return to the printer.
 4. Students will develop skills in Adobe Photoshop to identify a good photograph.
 5. Students will develop skills in Adobe InDesign to produce layout with type, art and photography.
- I. Students will understand, practice and learn skills for reporting.
1. Students will identify and master information-gathering skills, recognizing the importance of first person observation, conducting research and interviewing sources as vital techniques.
 2. Students will identify options for researching background material and conducting original research for use as facts and figures in stories.
 3. Students will recognize the guidelines for preparing questions and for interviewing sources as well as using interview information in stories.
- J. Students will understand, practice and learn skills for writing stories.
1. Students will recognize the importance of notes in focusing and organizing a story.
 2. Students will identify the variety of writing approaches for putting information on a human context including the quote-transition story and quick read collections.
 3. Students will identify the traits of good writing essential in yearbook copy.
- K. Students will understand, practice and learn skills for writing headlines.
1. Students will identify the function and format of primary, secondary and subordinate headlines that contribute to reporting a story.
 2. Students will recognize techniques for brainstorming and writing headlines.
 3. Students will recognize techniques for making headlines visually appealing.
- L. Students will understand, practice and learn skills for improving writing.
1. Students will recognize the value of editor and writer working together during the entire process of writing a story.
 2. Students will recognize the importance of accuracy in establishing credibility in the yearbook.
 3. Students will recognize the importance of editing for style and establishing consistency.
- M. Students will understand, practice and learn skills for planning, shooting and editing photographs.
1. Students will recognize the different types of digital camera equipment.
 2. Students will identify planning and organizational strategies to guarantee complete coverage, strong content and organized production.
 3. Students will identify skills important in photo editing.
 4. The students will understand, practice and learn skills essential in photojournalism.
 5. Students will recognize strategies for incorporating photographs into the yearbook for the strongest storytelling effect.
 6. Students will identify strategies used in photocomposition.
 7. Students will identify factors that contribute to the technical quality of photographs.
- N. Students will understand, practice and learn skills for choosing and working with reader-friendly typography.
1. Students will recognize terminology associated with the use of type.
 2. Students will recognize type as a design element related directly to content.
 3. Students will identify factors important for type readability and visual appeal.
- O. Students will understand, practice and learn basic skills for designing yearbook pages and spreads.
1. Students will identify the strategies used to enhance readability: dominance, eye flow, contrast and hierarchy.
 2. Students will identify strategies for combining verbal and visual elements for more complete storytelling.

3. Students will recognize the importance of the use of margin, gutter, column and grid guides for consistency and organization.
 4. The students will understand, practice and learn principles of content-focused design.
 5. Students will recognize the importance of dominance as an organizing element.
 6. Students will recognize the importance of planned white space in adding unity, movement and emphasis to a design.
 7. Students will recognize the value of a template as a plan for ensuring consistency.
 8. The students will understand, practice and learn skills for a modular design approach.
 9. Students will recognize the ways in which modular design expands coverage and design options.
 10. Students will identify the layers and strategies important in a modular design approach.
 11. Students will recognize the strategies used in creating visual unity in a modular design approach.
- P. Students will understand, practice and learn skills for using graphics to enhance readability of content.
1. Students will recognize the graphic techniques that can effectively enhance readability.
 2. Students will identify strategies for using graphic design to organize content and direct readers through a yearbook page or spread.
 3. Students will identify tools and sources that impact graphic trends in yearbook design.
- Q. Students will understand, practice and learn skills for maintaining complete and accurate financial records.
1. Students will identify the key elements of a business plan.
 2. Students will identify the factors important in accurately estimating yearly expenses.
 3. Students will identify key factors in projecting yearly income.
- R. Students will understand, practice and learn skills for conducting a successful yearbook sales campaign.
1. Students will identify tactics for appealing to customers and overcoming objections to buying the product.
 2. Students will identify marketing strategies for communicating the features and benefits of the yearbook product.
 3. Students will identify the key factors of an effective sales campaign, identifying and communicating with potential buyers and keeping complete and accurate records.
- S. Students understand, practice and learn skills for selling and designing advertising.
1. Students will identify the strategies of an organized advertising campaign.
 2. Students will recognize the strategies of a businesslike approach to selling advertising.
 3. Students will identify content elements and design principles important in creating advertising that interests readers and satisfies advertisers.

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Topic/Unit: Introduction to Yearbook

Approximate # of Weeks: 2 (34-36 Weeks Total)

Essential Questions:

What writing is necessary to capture the senior year?

What is the purpose of developing a yearbook theme?
How does one operate a digital SLR camera or a camera phone to produce photos?
How are digital images measured and what effect does resolution have?
What are ways to upload images to a network?
What software program is best for adjusting and printing digital images?
What software program is best for composing a digital proof sheet of photos?
Why and how printed photos are mounted using a dry mounting press?
How will beginning photographers frame and compose shots?
How can Adobe Photoshop and Adobe InDesign be used to print photography?

Upon completion of this unit students will be able to:

(List objectives with corresponding Standard Number)

1. Provide a foundation of knowledge and skills in the areas of photography.
2. Provide an understanding of the role which photography plays in our society.
3. Develop and write about events that pertain to yearbook production.
4. Develop a desire to strive for creativity in his or her work and an appreciation for quality workmanship.
5. Demonstrate the knowledge necessary to differentiate between “good” and “bad” photography using Adobe Photoshop.
6. Demonstrate a knowledge and ability to operate a digital camera.
7. Relate to career opportunities available in industry and encourage their pursuit if the talent and interest exists.
8. Demonstrate yearbook layout using Adobe InDesign.

New Jersey Core Curriculum Standards:

1.1 A 2

1.2D 1-4

1.3D 1-2

1.4B 1-2

1.5B 1

8.1 A 5-9

B 1

8.2 A 3

B 2

C 2-3

9.1 A 1-2

9.2 A 5

Interdisciplinary Standards

- 9.1 21st Century Life & Career Skills
- 9.3 Career Awareness, Exploration and Preparation

Activities:

YEARBOOK PHOTO JOURNALISM (Photos and Writing)

Objective:

To develop yearbook layouts that support the year through pictures and text.

To develop yearbook layouts that are balanced and aesthetically created.

Activities:

Through research, interviews and observation students will develop writing for sports events and activities for publication in the high school yearbook.

Through class discussion students will brainstorm for their yearbook theme that identifies their class. Suggestions will be made and discussion will follow. Students will develop an essay on one suggestion that will follow with reading in class. After all essays are read students will present the best three to the entire senior class in the LGI (large group instruction). All seniors will contribute in discussion and writing assignment to their English teacher. Theme selection is based on the total number of essays written. Class banner for class picture will follow.

Students will develop reports/essays of sporting events and activities. Students will write a list of events with descriptions for their senior calendar at the end of each month.

Students will take digital pictures of sports and activities, upload to the network, construct 16 digital photo proof sheet using Adobe InDesign.

Topic/Unit: UNDERCLASSMEN AND SENIOR SECTION

Approximate # of Weeks: 6 (34-36 Weeks Total)

Essential Questions:

What personal writing is important to remember the senior year?

How can students take candid senior photos for sections relating to students?

How does one operate a digital SLR camera or a camera phone to produce photos?

How are digital images measured and what effect does resolution have?

What are ways to upload images to a network?

What software program is best for adjusting and printing digital images?

What software program is best for composing a digital proof sheet of photos?

Why and how printed photos are mounted using a dry mounting press?

How will beginning photographers frame and compose shots?

How can Adobe Photoshop and Adobe InDesign be used to print photography?

What structure can the undergrad section be to represent all students?

How can seniors structure the senior section for a comprehensive layout?

Objective:

To take digital pictures that will reflect the sections.

To develop yearbook layouts that support the senior and undergrad sections through pictures and text.

To develop yearbook layouts that are balanced and aesthetically created.

Activities:

Students will take digital candid pictures of seniors and undergrads, upload to the network, construct 16 digital photo proof sheet using Adobe InDesign.

Students will construct creative layouts of seniors with selected portrait, candid photos and text using Adobe InDesign.

Students will construct creative layouts of undergrads with candid shots, portraits and text of each grade.

Topic/Unit: FAMILY AND FRIENDS AD SECTION

Approximate # of Weeks: 6 (34-36 Weeks Total)

Essential Questions:

What is the purpose of selling space in the “Family and Friends” section of a yearbook?

How will students construct ads purchased for the yearbook?

What program can one use to create ad layouts?

Why is it necessary to proofread and provide requested proofs of ads?

Objective:

To solicit ads to businesses, clubs, sport teams, organizations and friends for financing the yearbook.

To construct personal and business advertising in the yearbook using Adobe InDesign.

Activities:

Students will review existing yearbooks for previous advertisers and suggest other possible advertisers.

Students will network through parents and friends for possible advertising contacts.

Students will communicate with potential advertisers to commit to purchasing space with a filled out contract form.

Students will network with the entire senior class for sales help.

Students will compose ads according to size with logos, photos and text using Adobe InDesign.

Topic/Unit: SPORT & ACTIVITY SECTION

Approximate # of Weeks: 3 (34-36 Weeks Total)

Essential Questions:

How can students photograph students in action for sports?

How can students photograph activities that represent the school?

How can students construct sport and activity layouts that represent each team and activity?

How can students develop writing that represents each sport and activity?

Why is it necessary to support photos with text in a high school yearbook?

Objective:

To take digital pictures that will reflect the sections.

To develop yearbook layouts that support the sport and activity sections through pictures and text.

To develop yearbook layouts that are balanced and aesthetically created.

Activities:

Students will take digital candid pictures of sports and activities, upload to the network, construct 16 digital photo proof sheet using Adobe InDesign.

Students will develop summary write-ups of sport and activity seasons for layouts.

Students will construct creative layouts of sports and activities and text using Adobe InDesign.

Topic/Unit: TEACHER AND CLUB SECTION

Approximate # of Weeks: 2 (34-36 Weeks Total)

Essential Questions:

What is the purpose of having the teacher section and club section identified in the yearbook?
What is the necessary structure to the club section?

Objective:

To take digital pictures that will reflect the sections.
To develop yearbook layouts that support the teacher and club sections through pictures and text.
To develop yearbook layouts that are balanced and aesthetically created.

Activities:

Students will take digital candid pictures of teachers and students and club pictures, upload to the network, construct 16 digital photo proof sheet using Adobe InDesign.
Students will develop layouts of teachers using portraits plus names along with candid photos using Adobe InDesign.
Students will construct creative layouts of all clubs with student names using Adobe InDesign.

Topic/Unit: INTRODUCTION /THEME, SENIOR CALENDAR, SUPERLATIVES

Approximate # of Weeks 3 (34-36 Weeks Total)

Essential Questions:

Why is it necessary to have a theme for the high school yearbook?
What is the importance of having a senior calendar with text entries and photos of all events?
How can superlatives affect the high school yearbook?

Objective:

To take digital pictures that will reflect the sections.
To produce/edit a well written theme from senior essays to support intro photos.
To develop yearbook layouts that support the Intro, Calendar and Superlative sections through pictures and text.
To develop yearbook layouts that are balanced and aesthetically created.

Activities:

Students will take digital candid pictures of sports, activities and superlatives for the 32 page color section of the yearbook.
Students will write a list of calendar entries for the senior calendar including all events and sports from the entire year.
Students will construct creative layouts for the intro, superlatives and calendar with text using Adobe InDesign.

Topic/Unit: PERSONAL YEARBOOK

Approximate # of Weeks 6 (34-36 Weeks Total)

Essential Questions:

How can one produce a personal yearbook using computers?
What are the benefits of producing a personal yearbook?
What skills are needed to produce a personal yearbook?

Objective: To produce a 40 page personal photo/text record (yearbook) using the InDesign skills acquired in the production of the high school yearbook.

Activities:

Each student will design and produce a personal yearbook with the following specifications:

- Three ring binder with clear plastic inserts (school supplied).
- Page size 8-1/2 x 11, 40 pages plus cover (minimum).
- Personal yearbooks must be appropriate for school (photos with alcohol/smoking not allowed).
- Select theme or topic for yearbook (sports, activities, friends, family, etc.)
- Scan photos from existing B&W or color prints.
- Write copy for layouts and photos (stories, quotes, poems, sport or activity summaries)
- All writing and type must be computer entry. (Microsoft Word, InDesign, Photoshop)
- Computer pages with photo and type composition (color or B&W scanning or digital images)
- Print computer pages on colored or patterned paper with B&W or color printer (supplied).
- Take new digital images.
- Browse yearbook drive for existing yearbook images.
- Insert layout sheets into plastic inserts for order.
- Design and produce cover for binder.

Every effort should be made to make this a keepsake!

You will receive a grade for 4 page increments - 9 grades, plus a final double grade for your overall project.

A poor effort will produce a poor grade!

STEAM Activities (Visual Arts):

“STEAM represents how all topics in subject areas relate to each other and to the real world.”

Although STEAM activities are relatively new to education, the photography curriculum includes assignments that exemplify STEAM in science & technology through engineering and arts in mathematical elements.

Enrichment Activities:

- Creation of a digital “Photo Journal” of all work accomplished during the course with a memorable and lasting loose leaf book.
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Methods of Assessments/Evaluation:

- Rubric
- Submitted mounted photos with teacher comments and grades
- Display of student photos
- Visual observation and critique

Resources:

- Student project examples
- Digital/internet visuals of professionals

- Professional photo print journals

Online Resources:

- Teacher webpage
- <https://www.youtube.com> (camera and darkroom operation)
- Google search for InDesign and Photoshop techniques

