SENIOR HIGH SCHOOL – YEAR 1

SECTION ONE

MEANING AND SCOPE OF GRAPHIC DESIGN

General Objectives: The student will:

1. appreciate the importance of Graphic Design in the society.
2. recognise the need to study graphic design for educational, social and economic purposes.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **CONCEPT OF GRAPHIC DESIGN**	The student will be able to: 1.1.1 explain the meaning and scope of Graphic Design.	Meaning and Scope of Graphic Design: Graphic Design: A branch of visual art which concerns itself usually with visual communication (information to be read). In other words, it is a form of communication that uses visual images to convey messages. These visual images may include letters, photographs, symbols, drawings and colour. The graphic designer uses these images to create communication media such as posters, labels, billboards, road signs, packages etc.	Guide students to discuss the meaning and scope of graphic design. Students name some graphic communication media they see around.	Students to: - describe Graphic Design Visual images. - look for additional information from the internet (if available) and relevant books and write a short essay on the topic.
UNIT 2 **THE ROLE OF A GRAPHIC DESIGNER IN THE SOCIETY**	1.1.2 analyse the role of Graphic Design in the society.	Analysing the role of Graphic Design in the Society: Graphic designers educate, warn, inform, notify, entertain, etc. - social, cultural, economic, religious, health, political, educational roles, etc.	Guide students to discuss what it will be like if there were no graphic communication design item in the society. Students to discuss and debate the role of graphic design in the society.	- write a researched essay on the role of graphic design in the society. - analyse 5 graphic communication design items and report in class.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) **THE ROLE OF A GRAPHIC DESIGNER IN THE SOCIETY**		- various job titles and practitioners in graphic design in terms of business advertising, marketing, publishing, transportation, electronic and print media, - refer to appendix B for Graphic Design related careers. - environmental graphics and direct communication, etc. - graphic design and democracy, topical Issues e.g. election, civic education etc.	Guide Students to: **NOTE**: Organise educational trip to practitioners and enterprises for relevant information as follows: a. Job title/Name of enterprise/business b. When and where it started c. Materials d. Major skills involved or required for designing and making items e. How location was identified f. Initial capital and source g. Materials, tools and equipment required and source h. Tasks performed i. Steps in performing tasks j. Benefits derived from the enterprise/ business for society k. Attitude and conditions for work	Student to Write a report describing an enterprise in Graphic Design and its role.

UNIT 3 COMPETENCIES ATTITUDE AND BEHAVIOUR OF THE STUDENT OR LEARNER FOR EMPLOYMENT ANDCUSTOMERS	1.1.3analyse the competencies, attitude and behavioural skills required of a student or learner for education, training, self or paid employment and customers	Competencies attitude and type of behaviour required of a student/learner for education and employment, examples:
		- ability to observe, use memory and imagination to derive and develop ideas, pre-image/ visualize and make designs of items.
		- ability to translate ideas and paper designs into three-dimensional items to solve a problems or satisfy an identified need using the Design and Technology process.
		- dexterity and creative use of a tools, equipment and a variety of materials.
		- application of knowledge and understanding to constant practice for proficiency and perfection.
		- creativity, originality in thinking and end products
		- ability to respond to an art work by using knowledge and skills in
			- identify, discuss and analyse the skills, attitude, competencies and other requirements of a student/learner for
			  (a) learning, training/education.
			  (b) self or paid employment and
			  (c) clients/customers
			
			NOTE:
			Guide, support, observe and encourage students to acquire the skills and competencies as well as inculcate the human and moral values; and demonstrate them in the performing various tasks in class, school or life.
			
			Guide students to lay down rules, regulations and sections for class activities and moral behaviour.
			
			Include observation of their behaviour in assessment.
				- find out, analyse and write an essay on the requirement, competencies and behaviour expected of a student or learner in any of the areas.
				
				- self employment in graphic design.
				
				- further education in graphic design.
				
				- senior high school.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CON'D) **COMPETENCIES ATTITUDE AND BEHAVIOUR OF THE STUDENT OR LEARNER FOR EMPLOYMENT ANDCUSTOMERS**		perception, appreciation criticism, judgement, evaluation and aesthetics - critical thinking and problem-solving skills, healthy competition, good human relations, etc. - demonstration of human and moral behaviour in thinking, feeling and acting e.g. honesty, commitment, self-discipline/respect, diligence, patience, tolerance, teamwork, etc. - communication skills, portfolio of works - ability to perform tasks with little or no supervision, etc. - self-learning/evaluation for improvement, perseverance - time-management, work ethics, self-confidence, communication skills, etc.		

SENIOR HIGH SCHOOL - YEAR 1

SECTION TWO

LETTERING

General Objectives: The student will:

1. recognise that the alphabet has a history of significance for today.
2. acquire knowledge and skills in lettering and apply them in communication design.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **HISTORICAL DEVELOPMENT OF LETTERS**	The student will be able to: 2.1.1 trace the development of the alphabet.	History and development of the alphabet: The Egyptians first worked out an alphabet which was partly picture writing. The Phoenicians borrowed from the Egyptians and developed an alphabet that consisted of consonants. This is a writing system without pictures in which the symbols (letter) stand for sounds of speech rather than ideas. The Greeks added vowels and the Romans perfected the alphabet to the present standard.	Using pictures Guide students to discuss the Egyptian hieroglyphics, the Phoenician phonogram, the Greek contribution to the Phoenician letters and the Roman perfection to the present standard.	Students to trace and assess the contributions of various civilizations to the development of the alphabet.
UNIT 2 **STRUCTURE OF LETTERS** i)**Proportion of the letters**	2.2.1 categorise letters (upper and lower case) according to common structure and characteristics.	Categorisation of letters: The proportions of the capital letters are based on the letter 'O' which is always regarded as the foundation of all the letters. Letters are grouped as follows Category 1 - Round letters based on a circle. They occupy a square. O, Q, C, D,G.	Guide students to discuss the characteristics of the strokes of letters and the concept of font.	draw and label the parts of letters

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D)	The student will be able to:		Guide students to:	Students to:
		Category 2 - Narrow letters using a basic shape of two circles arranged vertically between height lines. These letters occupy half the square. - S, B, P, R, E, F, L, I, J	Identify the parts of the letter – counter, ascender, descender, x-height, etc. examine and determine common structure and characteristics.	- prepare a chart showing the categories of letters. - look for more information on letters from the internet or books and present a report.
		Category 3 - Wide straight-stroked letters using a full square of their height. - M, W	categorise letters according to common characteristics and structure	
		Category 4 - Letters using a three quarter square width, and consisting almost entirely of straight strokes. - N, A, K, H, T, U, V, X, Y, Z	**NOTE**: Use digital content and explain the concept of font which includes the alphabet, numerals and punctuation marks of a particular type face. .	
ii) Construction of sans-serif letters	2.2.2 construct sans serif letters proportionally and of uniform strokes.	Constructing sans-serif letters: The strokes of the letter have equal thickness and without serifs. Note: Sans-serif or Gothic letters are formal block letter forms which are simple and usually upright.	Revise letter proportions, rule guidelines and write Gothic letters. Use flat pencils, brush with ink or poster colour. - display works and discuss the characteristics of sans serif letters Note: Insist on uniformity of strokes and neat edges	- construct the sentence i) "The quick brown fox jumps over the lazy dog" ii) A wise saying.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) **iii)Construction of Roman Letters**	The student will be able to: 2.2.3 construct Roman letters (upper and lower case) according to structure and characteristics.	The Roman letters have thick and thin strokes. The thickness of the strokes relate to the height of the letter. Each stroke ends in a serif. Note A serif or spur is a short decorative projection found at the end of the stroke of a letter. Serifs decorate letters, make letters achieve visual stability (balance) and make the letter look firm and complete. Parts of the letter. e.g. counter serif etc. Constructing Roman Letters: - considering proportion, structure and characteristics. Tools and materials: ruler, pencil, paper, pen, etc.	Guide students to review the lesson on the structure and characteristics of Roman letters. Students to construct Roman letters based on structure, proportion and characteristics. **NOTE:** Guide students to incalculate and practise moral and human values, positive attitude in class, school and life, e.g. patience, self discipline, tolerance, teamwork, diligence, co-operation, care for others, etc. Always observe students behaviour during class activities for their demonstrations of human and moral values for commendation and reward	Students to: - construct Roman letters to satisfy proportion and characteristics.
iv)) Letter, Word and Line Spacing	2.2.4 space letters effectively according to guidelines and spacing techniques.	Effective spacing of letters: The amount of space required between individual letters in a word. The amount of space between words and lines There are two-types of spacing namely Mechanical (Mathematical) and Optical (Visual) Mechanical spacing: - Equal amount of space between letters. This is not considered an effective way of spacing. Optical Spacing: - The amount of space between the letters depends on the shapes of the letters involved and this is judged by the eyes. The idea is to maintain comfortable optical spaces between letter forms. This seems to be the most acceptable method of spacing	Guide students to discuss the importance of spacing and apply the guidelines for optical spacing - keeping vertical strokes apart - bringing curved strokes together - allowing a compromising space between a round letter and a straight-sided letter. - The spaces between lines. Students cut out letters and paste them with good spacing. **NOTE**: Space between words takes approximately the letter 'N' more or less depending upon the spaces of the two adjacent letters.	carry out a project in solving spacing problems in lettering by: - writing words in Roman letters - writing letters, words, phrases, wise sayings according to guidelines and spacing techniques.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **CALLIGRAPHY** **i) Tools and Materials**	The student will be able to: 2.3.1 identify and make some tools and materials for calligraphy.	Tools and Materials for Calligraphy: TOOLS: Pencils (HB, 2B, 4B) Carpenter's pencil, Markers, Broad-pen, Rotring pen, compasses, Poster pen, Ruler, Sable brush, Square ended brush, Eraser, Drawing board, Tee square. MATERIALS: Cartridge paper, Bond, manila, Indian ink, Poster Colour, Gouache Rotring Ink Quink ink, Pelikan ink. etc.	Assemble tools and Guide students to discuss their uses and try test them. Guide students to prepare locally made calligraphy pens from bamboo, straw, feather etc.	Students to try test locally made pens for their effectiveness.
ii) Broad-pen practice	2.3.2 write basic calligraphic letter strokes and combine them to form letters using the broad-pen.	Writing letters with basic calligraphic strokes: Basic strokes: Horizontal, Vertical, Diagonal and Curved strokes etc. Letters of the alphabet (upper and lowercase) Tools and materials: broad-pen, carpenters' broad pencil, paper, ink etc.	Guide students to identify and discuss calligraphy as artistic form of writing and the process involved. Students observe letter height for the round hand lettering style i.e. 4 pen widths for x–height, 7 for caps and 3 for descenders. Rule guidelines accordingly. Pen is held at 45° Students use carpenter's broad pencil and broad pen to practise basic strokes. NOTE: Students practice basic strokes several times to master the rhythmic movement of pen.	combine basic strokes to form letters.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) **CALLIGRAPHY** **iii) Layout and border design**	The student will be able to: 2.3.3 plan a layout and suitable border design for calligraphy..	Planning layout with border designs: Layout in Calligraphy refers to the arrangement of the text in the available space. This is done to improve the readability of the text. Border designs: - These are decorative designs that are found around text or copy to enhance its presentation. They may be floral, geometric shapes or lines.	Guide students to: - discuss layout planning and border designs. Demonstrate the techniques involved in planning layout and border design. Combine letters into words and organize the words in a given area. Create border design by using basic strokes to enhance the presentation of their work - display works for appreciation.	Students to: - plan and create a lay out and suitable border design with appropriate techniques, elements and principle of design.
iv) Decorative letters	2.3.4 decorate initial letter of a text through exploration.	Decorative initial letters. These are fist letters of a text or copy.	identify and discuss how to decorate initial letters of a text. Explore ways of decorating initial letters of a text Decorate letters with lines and texture. Collect decorative letters to communicate ideas or moods. - display samples of novelty letters for discussion	- design a quotation with a border and decorated initial.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **FREESTYLE LETTERING**	The student will be able to: 2.4.1 design letters to form words using ideas from the environment.	Words or letters created specifically to illustrate ideas, conditions or objects. e.g. - Use drawn nails to write NAIL.	Guide students to: to observe and explore the natural and man−made environment for ideas useful for freestyle lettering. apply knowledge and skills in basic design elements and principles to write letters portraying ideas, conditions or objects. display works for appreciation and appraisal.	Students to: . - design letter expressing a)ideas in the environment b) condition c) objects

SENIOR HIGH SCHOOL – YEAR 1

SECTION THREE

BASIC DRAWING AND COLOUR WORK

General Objectives: The student will:

1. develop the ability to observe critically and make a three-dimensional representation of objects and scenes by drawing.
2. respond to the process and end product of an art activity through appreciation and evaluation.
3. develop the ability to value and appreciate colour and its effect on the society.
4. understand and apply colour effectively for Visual Communication.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **OBJECT DRAWING** **i) Basic shapes and forms**	The student will be able to: 3.1.1 draw objects from observation using the senses.	Using perceptual, e.g. the senses and observation to draw. Tools and materials for Drawing: Pencil (2B) sable brushes, Cartridge paper, poster colours etc. Drawing geometric shapes and forms: Cube, Pyramid, Prism, Sphere, Cylinder etc.	Assemble tools and materials and try-test them. Arrange various objects:- cubes, cylinders, spheres etc. Guide students to **critically observe** the shapes and forms and **draw** them. display works and appreciate according to procedure and criteria. **NOTE**: Drawing must show true nature of forms and shapes observed. Procedures and criteria for appreciation and evaluation/criticism should be made know to the student. Feedback on assessment should be discussed with the student.	Students to Compose and draw In their sketch books - 3 different shapes - 3 different forms
ii) Shading	3.1.2 use various shading techniques to achieve three dimensional effect.	Shading to create a 3-dimensional effect. The process of grading from light to dark in drawing to create three dimensional effects. Three main shading techniques. – blending (smudging), stippling (pointillism), hatching and cross-hatching.	Demonstrate various shading techniques. Arrange objects, draw and show the effect of light and 3-dimensional form. Students discuss suitability of various shading techniques on objects drawn.	display works rendered in various shading techniques for students to observe.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **OBJECT DRAWING** **iii) Proportion**	The student will be able to: 3.1.3 draw and shade to show relative proportion.	Relative proportional drawing and shading. - Relationship between parts of an object. - Relationship between one object and the other (How big is one object than the other). - Relationship between the object(s) and the space provided for drawing	Arrange various objects for drawing. Guide students to observe the relationship between the various parts of the object and also between one object and the other. Guide students to draw the arranged objects, paying attention to relative proportion. Guide students to draw portions of the arranged objects that are of interest (to make a composition	Students to: - compose, draw and shade 3 objects of different sizes and characteristics to show relative proportion.
iv) Perspective	3.1.4 draw and paint objects and scenes according to perspective.	Drawing according to perspective: The principle by which depth, distance and three dimensionality is created on a flat surface. There are two types of perspectives namely Linear and Colour (Aerial). Linear Perspective 1 – point perspective 2 – point perspective 3 – point perspective NOTE: Objects which are near appear bigger and taller than those that are far away. Colour perspective Colours of objects which are near appear brighter than those far away.	Discuss the principles and types of perspective. Students go out and observe perspective in scenes. e.g. long school block, electric poles along a street, palm trees along an avenue, etc. Students to draw any of the suitable scenes observed to show linear perspective. Draw and paint any scene observed to show colour perspective.	- compose, draw or paint a picture of: 1. objects according to perspectives. 2. a scene according to perspectives. - display works, appreciate and appraise them according to criteria.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **COLOUR RELATIONSHIPS** **i) Colour wheel**	The student will be able to: 3.2.1 paint and describe relationships on the colour wheel.	Drawing and painting the 6 point colour wheel, 12 point colour wheel. <u>Position of colours on the 12 point colour wheel:</u> - Secondary colours, intermediate, complementary, warm colours, cool colours, harmonious. (analogous) - Characteristics, interaction and relationships of colours. - applying the understanding of the colour wheel to graphic design.	Guide students to: draw 6 point and 12 point colour wheel and paint. discuss the relationships between the colours. Identify and discuss the following: Complementary, warm, cool, contrasting, harmonious (analogous) and secondary colours. Discuss with concrete examples how the concepts of the colour wheel can be applied in the practise of graphic design.	Students to: - describe colour relationships according to the colour wheel. - explain the useful-ness of the colour wheel concept in the practice of graphic design.
ii) Tints and shades	3.2.2 mix graded tints and shades of colours on the colour wheel.	Addition of white to colour to obtain tint and addition of black to colour to obtain shade.	Students to paint five graded tints and shades of each colour on the colour wheel. Students to draw and paint simple shapes and forms in silhouette and graded tones.	- draw and paint simple geometric forms and objects monochrome.
UNIT 3 **COLOUR SYMBOLISM** **i) Notions of colour in the society**	3.3.1 analyse the significance of colour in the society.	Meaning associated with colour in the Ghanaian society. Significance of colour in the society. Effects of colour on humans. **NB.** Refer to General Knowledge in Art for detailed information on the unit.	Guide students to discuss what colour means in the Ghanaian society. Students to discuss and analyse how colours are used in relation to the meanings attached to them. Guide student to discuss colour and its uses in the Ghanaian society. Guide students to discuss the effect of colour on humans.	- analyse colour significance in Ghanaian society

SENIOR HIGH SCHOOL – YEAR 1

SECTION FOUR

COMMUNICATION DESIGN AND TECHNOLOGY

General Objectives: The student will:

1. acquire proficiency in visual communication design.
2. be conscious a wide range of sources of information and ideas for communication design.
3. develop the ability to respond to his/her own and others work using right words/terms to appreciate and evaluate.
4. develop competence in appreciating, criticizing/judging an artwork.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 DESIGN PROCESS i) Stages	The student will be able to: 4.1.1 analyse the communication design process.	Stages inn Design process: - Problem identification and specification - Preliminary studies (Research) - Suggestion of possible solution through pre-imaging/visualisation - Idea development through thumbnail sketches - Rough sketches/layouts - Comprehensive sketches/layouts - Finished sketches/layout - Evaluation/appraisal	Guide students to discuss the stages in making a design for critical thinking, creativity and solving problems. Students discuss the relevance of the design process to the graphic designer. and society.	Students to: - give reasons why design process is useful for creating items and solving problems.
Unit 2 ii)COMPOSITION FORMAT AND LAYOUT	The student will be able to: 4.2.1 describe composition format and layout showing concrete examples.	**Composition and Layout** These two terms are used interchangeably in art. They describe the arrangement or organization of the elements of art, e.g. lines, shapes, colours, textures, text, images etc. **Parts of a Composition** 1. Negative area: the area that is unoccupied in a composition. 2. Positive area: the area occupied by the image(s) in a composition. (image area)	Students to brainstorm and discuss to come out with an operational definition of composition. Discuss and demonstrate how to compose an artwork showing positive and negative parts of a composition Guide students to discuss types of formats and layout	build a 'scrap book' of pictures, designs, diagrams, text layout etc. to create a composition by cutting images from newspapers, magazines, journals etc. for assessment. -

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

	The student will be able to:	Types of Format – Suitable placement of the paper or the given area for the work.
		
		The two formats
		  Portrait format – Vertical placement of the paper or the given Area.
		  Landscape format – Horizontal placement of the paper or the given area.
			Guide students to identify and discuss what layout means, the types and importance, using illustration and samples	Students to:
				
				- identify samples of formats and give reasons for their usage.
				
				-describe layout and composition using own words illustration and concrete examples.

Unit 3 **VISUAL COMMUNICATION**	4.3.1 explain the importance of visual communication	**The importance of Visual communication** It is communication through visual aid and is described as the conveyance of ideas and information in forms that can be read or looked upon. Visual communication solely relies on vision, and is primarily presented or expressed with two dimensional images, it includes signs, typography, drawing, graphic design, illustration, colour and electronic resources. It also explores the idea that a visual message accompanying text has a greater power to inform, educate, or persuade a person or audience	Discuss the meaning and importance of visual communication. Brainstorm and discuss how visual communication is expressed using two dimensional images.	State 3 importance of visual communication.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

Unit 4
i) GREETINGS CARDS
	The student will be able to:
	
	4.4.1 design and make greeting cards to satisfy an identified need.
		Designing greeting cards
		Characteristics and types of greeting Cards e.g. Christmas cards
		    Get-well cards
		    Birthday cards
		    Success cards etc.
		
		Designing a greeting card to solve a problem or satisfy a need.
		
		NEED: Social, cultural, political, religious, and health needs of individuals and the society.
		
		promotion, appointments, enstoolment/ enskinment, graduation, ordination, elections.
			Discuss the characteristics of greetings cards.
			
			Assemble various types of greetings cards and discuss their characteristics.
			
			Apply the design process in designing and making greeting cards to satisfy/ solve an identified problem or need.
			
			- display greetings cards for appreciation and appraisal.
				Students to:
				
				Design and make greeting cards to satisfy, identify needs of individuals the home, church, office, community and the nation.

ii) WALL-HANGINGS	4.4.2 design and make a wall hanging to satisfy an identified need	Characteristics of wall-hangings - Designing a wall hanging Needs of individuals the communities, the nation e.g. interior decoration, identification marks and signs, spreading of information, educational materials, promotion of goods and services etc.	Assemble various wall–hangings and discuss their characteristics. Apply the design process in designing and making wall-hangings. - display wall-hangings for appreciation	Design and make wall, handing to satisfy and identify need in the classroom or headmaster's office. .

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **Appreciation Judging or Criticising an Art Work.**	The student will be able to: 4.5.1 determine the requirements appreciating, judging or criticising an art work	Meaning and Purpose/importance of Appreciation and Judgement. i) Appreciation: The full awareness of the good qualities in an artwork and in what we see, read and hear. It is an intelligent talk about a work of art. **NB:** Refer to lessons in the General Knowledge in Art, (GKA) ii) Appreciation, Criticism and judgement: An organized system for studying and talking or responding to a work of art to determine whether it is successful/effective or not iii)Importance of appreciation, Criticism and Judgement: It enables the artist or viewer to -build ones perceptual skills -form an opinion to judge the merits of an artwork -determine whether an artwork is successful or effective -describe, analyse, interpret, critize,judge or evaluate a work of art with confidence etc	Guide students to: - brainstorm the meaning and importance of appreciation, criticism and judgement in groups and report for class discussion - discuss, compare and determine the difference between appreciation, criticism and judgement. - write their own understanding of the meaning and importance of appreciation and criticism in graphic design	Students to: - find out from books, internet and practitioners the meaning and importance of the topic -determine the difference between appreciation and criticism, verbally or in writing.
	4.5.2 analyse the steps or procedure in appreciation, criticism, judgement and come out with suggestions and any merit or demerit. 4.5.2 appreciate and judge an artwork of aesthic and functional value	Criteria/checklist to appreciate Step/Procedure for appreciation, criticism and judgement: The steps /procedures include: - Identification and description - Analysis - Interpretation - Judgement/Evaluation	-brainstorm and discuss the steps/ procedures I appreciation. _ analyse the steps, sequentially and come out with any merit or demerit justification and suggestion for improvement.	-Debate the topic: "The procedures/steps in appreciation, criticism and judgment should be changed or modified

SECTION FIVE

**BASIC ENTREPRENEURIAL
SKILLS AND PRACTICES**

General Objectives: The student will:

1   develop the healthy studio practices and right professional attitude .
2   develop a business plan, brochure, card and review it periodically.
3   be aware of the relevance of portfolio building and scrapbooking.
4.   apply the knowledge and skills in exhibition to participate willingly in organising and mounting artworks.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **HEALTHY STUDIO PRACTICES**	The student will be able to: 5.1.1 demonstrate observable healthy studio practices	**The need for healthy studio practices:** There is therefore the need for visual arts teachers and students to become aware of the potential hazards in using art materials. There are three ways in which such chemicals can enter the body: i. ***Absorption*** – hazardous chemical are absorbed through the skin from cuts or scrapes, resulting in burns or rashes, etc ii. ***Inhalation*** – chemical irritants can be inhaled, causing lung problems like bronchitis, etc. iii. ***Ingestion*** – chemicals can be ingested by touching the mouth with the hands or fingers while working with supplies or unconsciously placing tools like paint brushes in or near the mouth.	Guide students to brainstorm and discuss the need for healthy studio practices. Students visit the studio of a practicing artist and interact with him/her on what healthy studio practices he/she employs and write a report on their findings for class discussion. NB. Observe and assess students behaviour in healthy studio practices.	Students to: - present their reports on the need for healthy studio practices for assessment. - visit the internet to research into the need for healthy studio practices. -show healthy studio practices in their behaviour and activties

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **BUILDING A PORTFOLIO OF WORKS** **i)Meaning and Importance**	The student will be able to: 5.2.1 determine the requirements and qualities of a relevant portfolio of works.	Portfolio: - a collection of hard or soft copy collection of works. <u>Importance:</u> As a collection of works, it is needed or required for employment, further education, occupational training employment or business promotion as evidence of educational qualification, creative ability, achievement, technical proficiency, etc. Types: slides, samples, transparencies CDs, DVDs, Videos, stored, packed or contained in e.g. files, envelopes, folders, albums. Determining the requirement and qualities of a relevant portfolio of works. Criteria/checklist to determine whether it is relevant for the purpose e.g. 1. Does the portfolio reflect your best work? 2. Does it communicate well? 3. Is your craftsmanship faultless? 4. Are your personal strengths Apparent, etc?	Guide students to: - discuss the meaning, importance and types of portfolio. - compare types of portfolio to determine advantages and disadvantages, similarities and differences. - discuss and go through a checklist for determining the qualities and requirement for relevant portfolio of works.	Students to: - write a well researched paper on the importance and qualities of relevant portfolio in graphic design for a school, seminar and entrepreneurial skills.
ii)Making of scrap book	5.2.2 determine the importance and use of scrap books	**Scrapbooking** is a method for preserving personal and family history, and important information. Types: Album and digital	-discuss what a scrap book is, the importance and types. -compare the types of scrap books to determine similarities and differences.	**PROJECT** -create a scrapbook to a personal family history.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **I) Develop a Business Plan.**	The student will be able to 5.3.1 prepare a business plan for an enterprise in graphic design	A business plan for Graphic design; Purpose -controls direction of the enterprise Key points -executive summary -identify a problem to solve -establish what to achieve Usefulness -for monitoring and evaluating -as a collateral to seek financial assistance	Guide students to: -brainstorm and discuss the purpose of a business plan -discuss the relevant key points in preparing a business plan. - apply the knowledge and skills in exhibition to participate willingly in organising and mounting artworks. their knowledge, skills to prepare a business plan.	Students to: - write out a business plan for a graphic design enterprise
ii)Designing a Business Brochure and Card	5.3.2 design and make an artist business brochure and card	Artist Business Brochure and Card: -An artist's brochure is a printed document, booklet or a small book that gives information about an artist and his/her works. -Purpose To create public awareness of what he/she does and can do. -key points The name of the artist. The artist's statement Contact: email, telephone numbers.etc Location of studio -Usefulness Record of previous exhibitions.	-brainstorm and suggest ways by which an artists can create public awareness of what he/she can do and present report for class discussion -discuss the purpose , key points and usefulness of an artist's brochure and cards. - -discuss and demonstrate ways of preparing designing and producing an artist's brochure with words and images.	-write an essay on how to design and make an effective brochure or card. **PROJECT** Design and make samples of artist brochure and call card using appropriate skills and technology

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **EXHIBITION**	The student will be able to: 5.4.1 plan and organise mini-exhibition in a place with others, using his/her works.	<u>Organising and mounting exhibition.</u> The public display of art works for a limited period of time in order to attract viewers and buyers. <u>Importance of exhibition</u> - Helps to advertise the artifact - Promote the artist - promote sale of the artifact, etc. - Popularise the designer - Test creative talent - Motivate - Inform - Entertain - Promote wealthy competition, etc. <u>How to organise exhibition</u> - Building a suitable portfolio - Finishing - Preparing the brochure - Selection of venue - Duration - Programme and Advertisement - Design and Decoration of hall, room or place - Renovation of hall (where necessary) - Mounting exhibits - Opening and Closing Ceremonies, etc.	Guide students to - discuss the meaning and procedure for organising exhibition. - discuss how to organise a class exhibition for their works. **NB:** Students must apply their understanding and skills in exhibition from General Knowledge in Art. Observe students for their active participation and demonstration of moral and human values e.g. co-operation, tolerance, and care for others, etc. - discuss planning and mounting procedures. - mount their works for the class exhibition.	Students to: - plan and organise a class or school exhibition using their works. Invite the following: Headmaster/mistress as the special guest of honour, PTA, students, teachers and others as observers. - write a comprehensive report about the exhibition to cover weaknesses, strengths, opportunities and <u>*way forward*</u>.

SENIOR HIGH SCHOOL – YEAR 1

SECTION SIX

PAPER CRAFT

General Objectives: The student will:

1. acquire proficiency in using paper to construct useful items.
2. trace the historical development, uses and making of paper.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **DEVELOPMENT OF PAPER** **i) What is paper?**	The student will be able to: 6.1.1 describe the characteristics of paper.	Characteristics of paper: Definition of paper: A substance made in thin sheet from wood pulp rags or straw and used for writing, drawing and printing. Flat, foldable, mouldable, hard, stiff, rough, smooth, thin, thick etc.	Guide students to discuss and describe the characteristics of paper.	Students to: - investigate using the internet or books and write a paper either agreeing or disagreeing with the statement that "Paper is an indispensable material in Graphic design"
ii) History of paper	6.1.2 trace the development of paper from papyrus to the present day.	Papyrus as a fore runner of paper. Found along the banks of lower Nile. Used about 3000 years BC.	Guide students to trace the origin of paper from the papyrus stage to the modern day paper.	Identify the main stages in the historical development of paper. - write a short note on the contribution of papyrus to record keeping.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) DEVELOPMENT OF PAPER **iii) Paper Manufacturing** **a) Hand-Made Paper**	The student will be able to: 6.1.3 use local materials to make paper	Making paper by: - pounding pineapple leaves, straw, sugar cane chaff etc. - Mixing pounded pineapple leaves with water (slurry) in a tray - using deckle and silk screen to collect slurry - lifting screen to drain water - placing deckle on wet fabric upside down and lifting deckle. - drying slurry (paper) thoroughly. -	Demonstrate paper-making for students to practise. Guide students to experiment with other potential paper making plants. Students to test their paper by using it to make cards, wall hangings etc. **NOTE**: Encourage students to: - look for more information on paper-making from experts, internet and books. - recycle waste for paper-making. - experiment with local plant materials to make paper. - use hand-made paper to design and make items which have tourist and export market potential for its uniqueness and coarse texture.	Students to: - interview forestry and Agriculture officers to find out about plants which are suitable for making paper. - make paper from a local plant e.g. sugar cane leaves and record the findings.
b) Industrial Paper Manufacturing	6.1.4 differenciate between the industrial and handmade methods of paper manufacturing	Handmade and industrial made paper - Pulping: Processing the raw materials (e.g. wood, straw, jute, hemp, cotton, rags) into pulp through chemical or mechanical means - Press rolling - passing the pulp through a set of press rolls resulting in wet sheet of paper - Drying: wet paper is heated on both sides. - Sizing: the paper which is still about 5 – 10 % moist is passed through the sizing press. It runs through the sizing liquid, then between two rollers to squeeze out excess sizing liquid. - Finishing: Rewinding, trimming and cutting	Compare and discuss the difference between the industrial and handmade methods of paper manufacturing. Organise a visit to a paper recycling industry to observe their methods of production and report - discuss the report on the visit to the paper manufacturing industry **NOTE**: Students should prepare a check list on how to gather information from places.	students to write a report on the process involved in the industrial manufacturing of paper.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **TYPES OF PAPER AND THEIR USES** **i) Types of paper, characteristics/ uses**	The student will be able to: 6.2.1 determine and classify the types, characteristics and uses of paper.	<u>Types of paper.</u> - Newsprint - Cartridge - Bond - Manila (Vanguard board) - Tracing paper - Art paper - Offset paper - Ingress paper - Brown paper - Water colour paper - Strawboard/chipboard, etc. <u>Characteristics and uses.</u> **Newsprint:** <u>Characteristics:</u> Weak, grayish in colour, absorbent to ink. <u>Uses:</u> - for printing newspaper, handbills, telephone directory, etc. **Bond** <u>Characteristics:</u> Strong, ink-receptive quality surface, good erasing quality. <u>Uses:</u> for making letterheads, business forms, invoices, stationery etc. **Tracing paper**: <u>Characteristics:</u> Strong, transparent, light in weight. <u>Uses:</u> for transferring design from one surface to another.	Guide students to: assemble various types of paper and guide students to handle, examine and use their senses to determine their physical characteristics. identify and discuss types of paper, their characteristics and uses.	Students to: a. visit paper dealers for samples and information on their names, grammage/ characteristics, etc. b. prepare a paper album showing their uses, types and characteristics. - describe the types of paper and match them with their characteristics and their uses. - classify paper and assign uses for it.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **DESIGNING AND MAKING PAPER ITEMS** **i) Making Decorative Papers**	6.3.1 design and decorate paper to satisfy an identified need using various techniques.	Decorative paper-making - Marbled paper (controlled and uncontrolled) - Comb pattern - Wax resist - Doodling - Spraying - Roller and twine pattern - Ink-blowing.etc. Uses: for making book covers, endpaper, wrappers & wallpaper etc. identifying problems/needs and solving them with decorated paper	Guide students to identify and discuss problems/needs and how to solve them through paper decoration. Guide students to assemble tools and materials for various techniques of decorating paper. - Demonstrate each technique to students. Students practice paper decoration using various techniques demonstrated. display works for appreciation and appraisal. Guide students to use decorated paper to make book-covers, wrappers etc. **NOTE**: Encourage students to apply knowledge and skills in Design and technology creating and organizing elements according to principles, symbolism colour cycle, layout designing etc.	Students to: Design and decorate paper to satisfy an identified need/problem using appropriate techniques

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) **PAPERCRAFT** **ii) Paper construction**	The student will be able to: 6.3.2 design and construct paper items to satisfy an identified need.	Designing and creating paper items by folding/construction i. Constructing items by folding: Origami Definition: - The Japanese art of paper folding. Requirement: - The paper should be square - No adhesive or cutting is needed - The paper may be colourful etc. ii. Constructing items by folding, cutting and gluing. Examples: mobiles, pen and pencil holders, lamp shades, carrier bags, trees, folded animals, masks etc. Needs/problems of: individuals, communities and the nation. iii.Uses of constructed items -interior decoration -containers -brooch -garlands etc.	Discuss the meaning, characteristics and importance of origami. Students fold and construct basic objects like paper caps, birds, pen holders, shopping bags etc. Assemble different objects made from paper for students to observe. Demonstrate various stages in folding and constructing paper items -designing, folding, cutting, gluing and decorating. Students undertake specific paper construction projects based on the demonstrations. Students to access information on origami and other paper construction activities from the internet	Students to: - design and create a paper item to satisfy an identified need by various folding techniques. - display their works for appreciation.

SENIOR HIGH SCHOOL – YEAR 2

SECTION ONE

REPRODUCTION PROCESSES IN GRAPHIC DESIGN

General Objectives: The student will:
1. develop skills in relief printing
2. understand the principle of printing,
3. understand the origin and contribution of some personalities and countries
4. develop stencil and screen printing skills

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **RELIEF PRINTING** **i) Principles of printing**	The student will be able to: 1.1.1 describe the principles of printing.	Describing the principles and types of printing. <u>Definition:</u> The process of transferring an image from one surface to another. Printing can be done in a number of ways. Generally, printing techniques are grouped according to the type of printing surface used. This may include relief, porous, planographic, gravure, electrostatic.	Guide students to discuss the meaning and principles of printing and some types. Students to compare the principles of printing with writing to identify similarities and differences.	Students to: - explain the differences between printing and drawing.
ii) Development of relief printing	1.1.2 evaluate the historical development of relief printing.	Evaluating the historical development of relief printing. <u>Definition of relief printing:-</u> Method that prints from raised surface. By the end of the 2nd century the Chinese already had the idea of relief printing. Around AD 700 they used this idea to create a printed material – a Buddhist charm. This was the first printing. The Chinese produced the oldest block-printed book, the Diamond Sutra in 868 AD.	Guide students to discuss the meaning and nature of relief printing. Guide students to discuss and debate the role and significance of relief printing in Ghana. Guide students to trace the development of relief printing from the Chinese to the contribution made by Johann Guttenberg in the 15th century AD. **NOTE**: Encourage the use of internet and library facilities for more information on the unit. Visit printing houses for information on relief printing of the past and today.	- research, trace and assess the contributions of various civilizations and personalities to the development of relief printing. - write a short essay on the role and significance of relief printing of the past, today and tomorrow in Ghana.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **RELIEF PRINTING**	The student will be able to:	By the Middle Ages, books were printed in Europe by this method. Such books were called Block Books. Johannes Guttenberg, a German goldsmith invented printing from movable type in the 15th century. This invention revolutionised the printing of books. The first book printed with the movable type is the 42-line Bible.	Guide students to:	Students to:
iii) Printing from various relief blocks	1.1.3 design and make prints from various blocks through exploration.	Designing and making relief prints. i) Frottage ii) Lino iii) Direct printing iv) Wood/tubers v) etc. <u>Relief Printing Process</u>: ▪ Flatten the surface of the block (image carrier). ▪ Draw/Transfer image onto the flattened surface. ▪ Cut away non-printing areas (leaving image in relief). ▪ Spread printing ink on raised surface. ▪ Place paper over inked surface. ▪ Rub back of paper gently. ▪ Lift paper from block and allow to dry.	explore various surfaces from the environment that can be adapted for relief printing. make image carriers from various surfaces and use them to print. prints for discussion and appraisal. plan and organise field trip to a printing house, and write a report.	- design and make fruits from several surfaces through exploration and report on the results. - describe the procedure for relief printing. .
iv) Modern application of relief printing-letterpress	1.1.4 describe modern relief printing processes.	The technique of letterpress is based on the invention of Guttenberg. Today, letterpress printing is being phased out in most companies. New machines can print messages more quickly and efficiently.	discuss the report on the visit to a printing house **NOTE**: Student should prepare a check list for interview and gathering information.	describe a modern printing technique in their own words using information from internet, books and visit to a press.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **PAPER STENCIL** **i) Tools and Materials**	The student will be able to: 1.2.1 explain the uses of tools and materials.	Tools and materials for paper stenciling: - Paper - Blade/Trimming Knife - Poster colour/Printing paste - Palette - Foam etc	Guide students to: Identify tools and materials for making paper stencil. discuss the uses of the tools and materials.	Students to: - take short quiz on the uses of tools and materials.
ii) Making stencil print	1.2.2 design and make stencil prints to satisfy an identified need.	Preparation of stencil and printing by designing, cutting, dabbing etc. Characteristics of paper stencil - Ideal for short run jobs - Easy to prepare - Not suitable for intricate or complex designs	- display works and discuss the features examine and discuss the characteristics of paper stencil print.	identify a need and discuss the steps in making a paper stencil and print to satisfy it. e.g. designing, cutting, dabbing etc

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **SERIGRAPHY (Screen Printing)** **i) Definition and Historical development and relevance**	The student will be able to: 1.3.1 describe serigraphy and its historical development and relevance for today.	<u>Serigraphy</u>: The method of producing printed images by forcing ink through a hand or photographically prepared stencil that is attached to screen fabric. <u>History and development</u>:- The stencil principle used in screen printing has been traced back to ancient times. The Egyptians, Chinese, and the Japanese pounded coloured pigments through stencils reinforced with human hair onto a variety of objects including pottery, fabrics and decorative screen. During the Middle Ages the stencil method spread throughout Europe for making such diverse items such as religious images and playing cards. In the seventeenth century, stencils were used in England to make wallpaper decorations. Early American colonists stenciled designs directly on walls, furniture and textiles.	Guide students to discuss the meaning of serigraphy. Discuss with students the history of the development of serigraphy of the past and its relevance for today.	Students to write an essay on: - contributions made by various civilizations to the development of the modern screen printing. - the relevance of serigraphy today.

- UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D)	The student will be able to:			
SERIGRAPHY (Screen Printing **(ii) Tools, materials and equipment**	1.3.2 explain the uses of tools, materials and equipment (for serigraphy).	Tools and materials for serigraphy: Organdie, wooden frame, squeegee, printing paste, potassium dichromate, lacquer etc.	Guide students to assemble tools, materials and equipment and discuss their uses.	Students to take a quiz on the use of tools and materials.
iii) Screen preparation methods	1.3.3 design and prepare screen using various block out methods to satisfy an identified need.	Preparation of Screen: Block out – - lacquer/filler - paper stencil - washout (Tusche) - photographic (solar/light exposure box)	Guide students to identify and discuss a need that can be satisfied through screen printing. Students to use the DTP, elements and principles of design, make paper designs for screen printing. Guide students to discuss and construct screen and squeegee. Guide students to compare and discuss the various methods of blocking-out screen. . Students apply the blocking-out techniques in preparing the screen.	Student to make design to satisfy and identify need by screen printing in single and multi-colours. State the differences and similarities between the techniques.
iv) Printing	1.3.4 Plan and make prints from prepared screen to satisfy an identified need.	Single and Multi-colour Making Prints from Prepared Screen Single colour printing. Multi-colour printing.	Guide students to discuss the single and multi-colour printing processes. Explain and demonstrate to students the procedure for colour separation. Guide students to transfer the separated colour areas onto the screen. Guide students to print with their screens.	Student to make his or her single or multicolour prints according to plan to satisfy a need. Students to assemble their works for appreciation and appraisal based on known criteria.

SENIOR HIGH SCHOOL – YEAR 2

SECTION TWO

ADVANCED DRAWING

General Objectives: The student will:

1. develop skills in figure drawing
2. develop skills in flora and fauna drawing.
3. acquire knowledge and skills in illustration and animation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **PROPORTION IN THE HUMAN FIGURE**	The student will be able to: 2.1.1 determine the relationship between the head and other parts of the figure proportionally.	Human head as the unit measurement. Simple proportions of the head in relation to various parts. i.e. eye, ears, nose, mouth, chin. Basic shapes and characteristics of the eye, nose, mouth, ears, cheek bone, chin, hands, legs, feet, torso etc. noting the variation of the proportion in children.	Guide students to observe how the head relates to the other parts of the body i.e. the hands, legs, torso, eyes etc. Students to draw the full human figure (front view) using the head as basic unit of measurement. **NOTE** Ensure that student note the variation in children of the proportion of head to other parts in normal human beings	Students to: - measure the length of the head in relation to the body and other parts of: a. two classmates b. two children c. two adults
UNIT 2 **HUMAN FIGURE IN VARIOUS ACTIONS**	2.2.1 draw the human figure quickly in various actions through observation, from memory and imagination	**Critical observation** and drawing of human figure in various actions. - using sketches, drawing to make a composition. - the need for outline drawing, speed and recording of exact pose. - drawing from observation, memory and imagination.	Guide students to critically observe figures in action and make several sketches. **NOTE**: Emphasise the need for speed, quick sketching to capture the exact pose and constant practise.	display works and compare drawings with poses. - make composition from sketches. - draw classmates, children and adults in various actions from memory, imagination and observation

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **FLORA AND FAUNA DRAWING**	The students will be able to: 2.3.1 draw and composed a picture of trees and animals through observation.	**Critical observation** and drawing of various trees. **Critical observation** and drawing of various animals.	Guide students to **critically observe** various shapes of trees and sketch them. Guide students to **critically observe** nature and behaviour of animals and draw them	Students to display their works, appraise and appreciate them. Students to compose a picture of landscape with figures
Unit 4 **ILLUSTRATION** **i) Concept of Illustration**	2.4.1 explain the concept and scope of illustration.	Meaning and scope of illustration. Illustration: Refers to any pictorial element that explains and adds meaning to the written part of a printed work such as a book. It may be a drawing, painting, photography, symbol, graph, chart or diagram.	Guide students to discuss illustration and its scope.	explain in their own words the meaning of illustration.
ii) Importance of illustration	2.4.2 outline the importance of book illustration for different types of people.	Importance of book illustration. - Improves understanding of a text or message. - Adds more meaning to the text - Makes reading more interesting - Sustains interest - Provides pictorial summary of a story - Breaks monotony of reading text - Decorates pages (especially in children's books)	Guide students to examine and discuss the importance of illustration using samples and other relevant audio-visual teaching and learning materials (TLM). **NOTE:** Assign students to find out other forms and functions of illustrations	- outline the importance of illustration for education and information of a. children b. illiterates c. science students d. vocational and technical students

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) **ILLUSTRATION** **Iii) Various illustration techniques**	The student will be able to: 2.4.3 make an illustration to solve an identified problem or need using different techniques.	Making illustrations with various techniques. - Pen and wash - Pen and ink - Flat colour - Realistic painting - Silhouette - Cartooning Brush, Pencil, Pens, Markers, Crayons, Water Colour, Poster Colour, Ink, Acrylic, etc. Needs/problems of individuals, the community and country e.g. child abuse, delinquency, chieftaincy disputes, war, religious tolerance, health.etc	. Guide students to assemble tools and materials. Guide students to discuss their uses and trial test them. Guide students to discuss and practise each of the illustration techniques. Examine with students the suitability of each technique for specific projects. Students to identify problems or needs and discuss how to solve them through the various illustration techniques.	Students to: - find out other forms of illustration (apart from books) and state their importance and functions. - match the appropriate tools against various Illustration techniques. **Project work:** Students undertake a project in book illustration based on topical issues, identified needs or problem of society. E.g. health Students to display works for appreciation.
Unit 5 **ANIMATION** **i) Cartooning, Types and Functions**	2.5.1 describe types and functions of cartoons.	Types and functions/importance of Cartoon: Simple sketches with exaggerated features which are satirical or humorous and usually published in newspapers, magazine or periodicals. Types of cartoons: i) Gag ii) Comic strip iii) Animated cartoon (Animation) iv) Editorial Importance/Functions. - Educate - Relieve boredom - Add more meaning to text - Promote sales of newspapers - Entertain - Comment on negative tendencies in society, etc.	Guide students to describe various types and functions of cartoons. Show various types of cartoons to students. Guide students to sketch various facial expressions e.g. sadness, happiness, fear, anger etc. Display and discuss their features and importance	. A project in cartooning based on current topical issues in the society. E.g. Health

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
(CONT'D) **ii)Designing Cartoons**	The student will be able to: 2.5.2 design and make cartoons to solve/satisfy an identified problem or need.	Making Cartoons by: - using design, drawing, communication, paintings, print-making skills e.g. social, cultural, religious, political, Health, economic problems issues ie.HIV/AIDS, road accidents, drug abuse, etc.	Guide students to explain cartooning. - identify and discuss problems/needs of society and how to solve them through cartooning. - discuss the types and techniques of making cartoons.	Students to: - Make a cartoon to satisfy an identified need of society using appropriate techniques. - Display ,appraise and appreciate works according to known criteria.

SENIOR HIGH SCHOOL – YEAR 2

SECTION THREE

TYPOGRAPHY AND BOOK DESIGN

General Objectives: The student will:

1. acquire knowledge and skills in typography
2. understand and apply skills in layout design and paper folding

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT 1
 	
TYPOGRAPHY
 	
i) Typestyles and their uses
	The student will be able to:
	
	3.1.1 describe different type styles and their uses.
		Description of types and their uses.
		
		Definition of typography
		
		The setting and arranging of types and printing from them.
		i) Type styles
		  - Serif
		  - Sans Serif
		  - Script
		  - Italic
		  - Decorative
		
		ii) Uses:
		- Serif letters: for printing books, posters, billboards.
		
		- Sans serif letters: for vehicle number plates, posters, billboards etc.
		
		- Script: ideal for greetings cards, etc.
		
		- Italics: for laying emphasis, ideal for greetings cards.
		
		- Decorative letters: Ideal for greetings cards (wedding cards) citations.
			Guide students to discuss the meaning of typography.
			
			Guide students to display examples of different type identify, observe, styles and discuss their uses. (Scraps from printed sources).
			
			Students to identify the type, styles, example and state their uses in graphic design.
				Students to:
				
				- prepare a bulletin with a collection of type styles.
				
				- identify a type, examine and describe the style and uses.
				
				- find out fonts being used in the computer for class discussion.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
TYPOGRAPHY (CONT'D) **ii) Type indication methods**	The student will be able to: indicate text type by comping, greeking and looping	Methods of indicating types - Comping - Greeking - Looping	Guide students to explain comping, greeking and looping and use methods to indicate text type.	Student to: - use the 3 methods to indicate text in landscape and portrait formats.
UNIT 2 **PAGE LAYOUT**	3.2.1 explain the concept of Page Layout as used in Graphic Communication	**Concept of Page Layout (Page Outlook)** A page layout is the art of arranging or organizing **text** and **images** (illustrations, symbols, photographs etc.) on a page or pages to create a desired and pleasing effect. A well designed page attracts the reader's attention and presents the material in an easy to read fashion. Modern page layout offers the Graphic Designer (GD) with many options that make his/her work very attractive, effective and unique.	Guide students to brainstorm, discuss and come out with an explanation of the concept of 'Page Layout' using relevant TLMs, e.g. layout settings in Books, Posters, Handbills, Magazines, Newspapers, Brochures and Flyers.	-Explain the concept page layout.
	3.2.2 design a page using desire layouts	**Types of Page Layout** i. Formal/symmetrical layout: Balance is achieved when an imaginary vertical centerline divides the layout and each side of it contains equal amounts of copy text and images or illustration. Formal balance expresses dignity and stability. The "tool bar" of the computer has commands or operations which helps designers in organising such as in typesetting their work according to specification. Examples of formal type layout are: • Justified arrangement – type lines appear flush right and flush left.	Lead students to discuss the various layout options. Demonstrate the use of the different forms of layout in page planning taking into consideration the principles that govern the arrangements and organization of the elements of design/art, e.g. use of space, balance, variety and repetition. Guide students to select a passage or proverb from the Holy Bible, Holy Quran, story books, text books etc. and organize it on a page with an image using any appropriate skill or technology, e.g. ICT, calligraphy, greeking, looping and comping for class discussion, appreciation, criticism and judgement.	Write an essay on the justified and unjustified stating some advantages and disadvantages. Design a poster using layout formats, principles and elements of design/art, e

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) **PAGE LAYOUT**	The student will be able to:	• Unjustified – the lines of type are either flushed left and rugged right or flushed right and rugged left. • Centered – in this arrangement type lines appear rugged at both ends ii. Informal/Asymmetrical layout: In informal balance, each side of the layout contains unequal amounts of copy text and illustration or images. Informal balance gives the designer more freedom in placing the different types and elements of design using personal opinion and taste. Examples of Informal type layout • Concrete • Run-around • Contour • Inclined	Guide students to	**Full Term's Project** Students to identify a need or select a topical issue of their choice e.g. i. Politics ii. Sports iii. Health and Sanitation iv. School Education v. Child trafficking vi. Drug/Substance Abuse vii. Regenerative health viii. etc. Design and make an eight (8) page book with images for any of the following groups of people i. Children ii. Adults iii. Market Women iv. Entrepreneurs v. Faith-based Organizations vi. Etc.
	3.2.3 determine the appropriate text to communicate to a target audience.	**Text (Font, Typeface or Typography)** Text on a page/ pages or in a book is described in Graphic Design as Typefaces or Fonts. There are hundreds of typefaces with different sizes, variations and characteristics e.g. italics, bold, heavy, regular, narrow, rounded, display, compressed, light, condensed, extended etc. **Type Measure** Types (fonts) are measured in a special way in printing. The basic unit measurement is 'pica'. A 'pica' is divided into 'points'. Twelve (12) 'points' equal one (1) 'pica' and six (6) 'picas' equal one (1) 'inch'. The type measure on the computer is in 'points'	Lead students to; i. discuss the sizes, variations and characteristics of types or fonts ii. determine the use and impact f on communication - discuss the type measure as in content. e.g. The basic unit measurement is 'pica'	Use any suitable Binding Operation e.g. i. Perfect/Adhesive ii. Single Section iii. Comb Binding iv. Spiral Binding

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
				Student to:
UNIT 2 (CONT'D)	The student will be able to:			
PAGE LAYOUT		**Selection of Types** Selection of type for Graphic Communication is based on the type of information and target audience. For example, i. Books for children must have san serif fonts and a type measure (size) of about 18 - 20 'points'. ii. Billboards, banners etc. along the major streets must carry heavy, display or extra bold fonts for legibility and readability. **NB:** a typeface or font is a particular style of one set of letters, numbers and punctuation marks.		
UNIT 3				
PAPER FOLDING	3.3.1 fold paper to create pages for a book	**Paper Folding** Paper folding is a common finishing operation in printing and bookbinding. It is an act of bending, pressing and creasing a sheet of paper into a number of folds to create pages or sections Paper is folded to produce a brochure, exercise book, text book, newspaper or magazine. **Paper Folding Operations** i. Single Fold ii. Letter Fold iii. Accordion Fold iv. French Fold v. Gate Fold	Demonstrate paper folding to create i. A single signature – 4 page document ii. A letter Fold – 6 page document iii. Accordion Fold - 6 Page iv. Gate fold – 8 pages Students to explore paper folding to create a 16-page and 32-page documents	Fold paper to create the single and accordion.

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SENIOR HIGH SCHOOL – YEAR 2

SECTION FOUR

BOOK BINDING

General Objectives: The student will:

1. acquire skills in bookbinding.
2. cultivate good habits of handling books.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **CONCEPT OF BOOKBINDING AND PARTS OF A BOOK**	The student will be able to: 4.1.1 describe book binding and parts of a book.	Book binding is the art of arranging loose sheets of paper in a protective cover. Parts of a book - Front cover - Back cover - Spine - Fore-edge - Head - Tail - Body, etc.	Guide students to discuss bookbinding and identify parts of a book. Guide them to discuss and describe the functions of the parts of a book.	Students to: - illustrate, label and describe the parts, their functions.
UNIT 2 **TOOLS, MATERIALS AND EQUIPMENT**	4.2.1 describe book binding, tools, materials and equipment.	Book-binding, tools and equipment. Tools: Needle, Bodkin, Bonefolder, Scissors, Trimming knife, Universal pliers, Hammer etc. Materials: Adhesives, Muslin/Crash, Binder's Cloth, Thread, Cover boards, Endpaper, etc. Equipment: Guillotine, Plough and Blades, Lying press, Standing press, Stitching frame, etc.	Guide students to identify the tools, materials and equipment used for bookbinding.	- take a short quiz on tools, materials and equipment.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT 3
 	
BINDING METHODS
	The student will be able to:
	
	4.3.1 design and bind books to solve an identified problem using appropriate techniques, tools and materials.
		Designing and Binding book to solve problems using appropriate techniques.
		
		Bookbinding Methods.
		- Saddle
		- Side wire
		- Perfect
		- Mechanical:
		  ▪ Spiral wire
		  ▪ Ring
		  ▪ Comb
		  ▪ Post etc.
		- Multi-Section binding (Case binding)
		
		Parts of a case bound book.
		- Body
		- Gummed tape
		- Headband
		- Lining
		- Backing paper
		- Case
		- Binders board
		- Book cloth
		- Back bone
		- Super
		- End sheets
		
		Binding styles
		- Quarter binding
		- Half binding
		- Fore-edge binding
		- Full binding
		
		The need/problem e.g.
		- designing and binding of books to last long, enhance learning, attract children. etc.
			Assemble books showing the various binding methods and discuss their differences.
			
			Guide students to identify and discuss needs/problems that can be addressed through designing and binding of books.
			
			Demonstrate the process of single-section, side-wire and perfect binding methods.
			
			Guide students to make a single-section bound book.
			
			Students bind books using the various methods.
			
			Demonstrate the process of multi-section binding. i.e. collating, marking, sawing, stitching, napping, gluing, trimming, rounding, backing and casing-in etc.
			
			Guide students to make a multi-section bound book.
			
			Guide students to identify the parts of a case bound book.
			
			display/mount books for appreciation and appraisal /criticism based on known criteria.
			
			Discuss various binding styles with students.
				Students to:
				
				- draw and label the parts of a case bound book
				
				- assemble books of various binding styles and write the characteristics of each style.
				
				Students to design and bind a
				-multi-section book measuring 15cm by 20 cm by 2cm
				- multi-section book containing 8 sections

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **REPAIR-BINDING OF OLD BOOKS**	The student will be able to: 4.4.1 repair old books to satisfy an identified problem using appropriate techniques.	Procedure for repair-binding single section book: - Dismantle book - Repair damaged pages - Collate section - Measure and mark stitching points - Stitch with new thread or staple - Trim book Procedure for repair - binding Multi-Section book: - Dismantle book - Repair damaged pages - Collate sections - Measure and mark stitching points - Stitch with thread - Trim - Round and line book - Glue sections, end papers - Prepare new case - Case-in - Put under weight	Guide students through the procedure for repairing an old single-section book. Students repair an old single – section book. Guide students through the procedure for repairing an old multi-section book. Students repair an old multi-section book.	Students to: Assemble their works for appreciation, criticism and judgment based on known criteria.
UNIT 5 **CARE AND MAINTENANCE OF BOOKS**	4.5.1 take good care of books.	Tips for care and maintenance of books:- - Protect book against heat and moisture - Protect book from stains and dirt - Books must be kept upright on a shelf when not in use. - On the shelf the books should fit closely to prevent leaning - Avoid folding the covers back against each other. - To avoid weakening covers and stitches do not roll books - School bags should not be forced to contain books beyond their loading capacity, etc.	Guide students to discuss how books can be taken care of. Students to dramatise care and maintenance of books. **NOTE:** - Institute a classroom observation system for positive and negative attitude and behaviour of students in using caring and maintaining books with rewards. - form a book lovers club.	- enumerate common faults in the handling of book by students. - describe how best books can be taken care of in a written paper for sensitising school children.

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SENIOR HIGH SCHOOL – YEAR 2

SECTION FIVE

COMMUNICATION DESIGN II

General Objectives: The student will:

1. acquire proficiency in visual communication design processes.
2. develop the ability to appreciate and evaluate communication items with right words or terms.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **POSTER DESIGN** **i) Concept of poster**	The student will be able to: 5.1.1 explain the concept: "poster"	Concept and meaning of poster: Poster: A written or printed notice, displayed to communicate to the general public.	Guide students to discuss poster using relevant samples and other audio-visual aids and digital content if (possible).	Students to: - give the meaning of poster in his/her own words, supported by example.
ii) Importance of posters	5.1.2 analyse the role and importance of posters.	Analysis of the role and importance of posters. - Inform - Educate - Advertise - Warn	Guide students to examine why posters are needed in the society. - students in groups, should discuss and debate the role and importance of posters in society.	- take quiz on the importance and qualities of posters. - debate the topic "Posters are useful for only economic purpose" in Ghana.
iii) Qualities of a good poster	5.1.3 describe with examples, the qualities of a good poster.	- Bright colours - Legible typeface - Brief message - Simple design - Good illustration - Clarity of information - Effective layout	Guide students to enumerate qualities that will make a poster effective using samples and other relevant audio-visual aids. **NOTE:** Use digital content if possible.	- write a short illustrated essay on the qualities of poster.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT 1 (CONT'D)
 	
POSTER DESIGN
 	
UNIT 2
 	
BOOKCOVER/ BOOKJACKET
 	
UNIT 3
 	
CALENDAR, POSTAGE STAMPS, PENNANTS/ BUNTINGS/ FLAGS
	The student will be able to:
	
	5.1.4 design a poster to solve an identified need of society.
	
	5.2.1 design bookcover/ bookjacket to satisfy an identified need using appropriate techniques, tools and materials.
	
	5.3.1 design calendars, postage stamps, pennants/buntings/ flags.
		Designing a poster.
		Process:
		- Thumbnail sketches
		- Roughs
		- Comprehensive
		- Camera-ready
		- Using the Design and Communication Technology process to solve an identified problem of the individual, community, country and world. E.g. HIV/AIDS, indiscipline of youth, exam malpractices, corruption, child/infant mortality, lateness, war, etc.
		
		Designing a Bookcover/Bookjacket
		Process:
		- Thumbnail sketches
		- Roughs
		- Comprehensive
		- Camera-ready
		
		Designing calendars, postage stamps, pennants/ Buntings/ Flags
		Process:
		- Thumbnail sketches
		- Roughs
		- Comprehensive
		- Camera-ready
			Guide student s to design posters based on current topical issues.
			e.g. – Drug abuse
			     - Drug trafficking
			     - Exam malpractice
			     - Environmental sanitation
			     - Indiscipline in the society, etc.
			
			.
			Guide students to design posters.
			
			Guide students to design Bookcover/ Bookjackets.
			
			Guide students to design calendars, postage stamps, pennants, buntings, flags etc to satisfy/solve identified problems of individuals or the community.
			
			Students to display works for appreciation.
				Project work – Poster design based on current topical issues.
				e.g. – Drug abuse
				     - Drug trafficking
				     - Exam malpractice
				     - Environmental sanitation
				     - Indiscipline in the society, etc.
				
				Students to display works for appreciation and criticism using procedure and criteria.
				
				-design a pennant, bunting for a local/an identified
				- football team
				- hockey team
				- netball team

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SENIOR HIGH SCHOOL – YEAR 2

SECTION SIX

COMPUTER AS A GRAPHIC DESIGN TOOL

General Objectives: The student will:

1. develop ICT/computer skills for generating ideas and creating images for graphic communication.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **INTRODUCTION TO COREL DRAW AND ANY OTHER SOFTWARE** **- Paint box, Photoshop Illustrator Quak-xpres, etc**	The student will be able to: 6.1.1 use the computer software to design visual communication items.	Computer aided work. Note: - Icons are small pictures or symbols on a computer screen that you point to and click on with a mouse to give the computer an instruction. i) creating images with the computer ii) designing visual communication items iii) accessing and presenting information	Guide students to identify various icons of the software Guide students to identify various tools and their uses. Guide students to create images using the tools and icons of the software Students to display their works and discuss. **NOTE:** The computer with its accessories and other ICT gadgets can be used as tools to enhance the teaching and learning of graphic design and performing tasks in e.g. drawing, designing, painting, layout designing, composing, illustration, cartooning, animation, etc.	Students to: Students to use the computer to design greetings cards, posters, etc.

SENIOR HIGH SCHOOL – YEAR 2

SUSTAINABLE DEVELOPMENT AND GRAPHIC DESIGN
General Objectives: The student will:

1. understand the need for initiating strategies to sustain the development of society as he/she utilizes resources to produce graphic design items.
2. acquire knowledge and skills to manage and operate a graphic design enterprise in a sustainable and environmentally friendly manner.
3. develop the skills in pricing and costing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **THE SIGNIFICANCE OF SUSTAINABLE DEVELOPMENT TO THE SOCIETY AND THE GRAPHIC DESIGN INDUSTRY**	The student will be able to: 7.1.1. suggest strategies to sustain and maintain the environment and other inputs for the graphic design industry.	Sustainable use of graphic design resources; Resourcefulness Ingenuity Self-reliance.etc	Guide students to: identify the resources and discuss how to acquire and use in a sustainable manner.	Students to: - suggest the strategies for maintaining the resources.

UNIT 2
I) Costing and Pricing
	7.2.1 cost and price graphic design works produced	Costing and pricing and marketing of works.
		
		1. direct cost
		    • Cost of raw material
		    • Cost of transporting raw materials/finished works
		    • Cost of labour (this may include consultancy where necessary)
		
		2. overhead cost
		    • Cost of utilities e.g. electricity, water, rent, etc.
			- Discuss the various factors which determine the cost and pricing of products.
			
			Discuss the factors that influence the pricing of a selected artistic item.
			
			Students to choose the best pricing system that will be suitable in their locality.
				-cost and price the graphic design works.

SECTION ONE

COMMUNICATION DESIGN

General Objectives: The student will:

1.   acquire proficiency in visual communication design processes.
2.   be aware of the man-made and natural environment as source of ideas and inspirations.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **SIGNS AND SYMBOLS** **i) Characteristics of signs and symbols**	The student will be able to: 1.1.1 describe the characteristics of signs and symbols.	. Characteristics of signs and symbols - should quickly and readily be recognised, recalled or remembered - should show the image of the company - should reach the appropriate understanding level of the intended audience - should be smaller in size. - may be designed in one colour. etc	Guide students to: identify and discuss signs, symbols and their characteristics	Students to: PROJECT - make a collection of signs and symbols in a scrapbook or album. .
ii) Types and uses	1.1.2 classify types of signs and symbols and their uses	Classification of types and uses of logo, pictographs, signs and adinkra symbols. Identification and interpretation of the signs and symbols	Assemble different signs and symbols and discuss their characteristics with students. Guide students to classify the assembled signs and symbols and discuss their uses. - display works and appraise.	Classify types of signs and Symbols they have identified.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **SIGNS AND SYMBOLS** **iii) Developing ideas from the environment**	The student will be able to: 1.1.3 create signs and symbols using the environment as source of ideas.	Sources of ideas - Animate - Inanimate - Geometric - Organic - Photographic - Typographic - Illustrative, etc. Stages of idea development - Critical examination and analysis - Analytical drawing - Add or delete ideas - Add colour to the design - Create one or two original designs Making computer aided design (CAD)	Guide students to: - collect objects from the environment. - assemble and critically examine the features of the objects. Guide students to make analytical drawings to create an original design in colour/black and white. Design a Logo for a company/ institution. Etc Guide students to apply knowledge in computer to complete the Logo design. Students assemble their works and appreciate and appraise them. .	Students to: - keep a scrap book of various objects, signs and symbols, etc. to serve as source of ideas and inspiration. - create sign and symbol to satisfy an identified need using the skills and processes of idea development - display works and appraise.
iv) Traditional Signs and Symbols	1.1.4 create own signs and symbols based on ideas and understanding of other symbols such as adinkra.	Creating signs and symbols. Adinkra Symbols – - Background history - Characteristics - Meanings - Uses	Guide students to collect samples of adinkra symbols and display them. Guide students to organize a trip to the nearest cultural centre to find out about adinkra symbols. After the trip guide students to discuss the origin of the adinkra symbols. Discuss their characteristics and the meanings of the various symbols. Guide students to make analytic studies of some selected adinkra symbols and create an original design based on the selected adinkra symbol.	Students present their findings about the adinkra symbols for a class discussion. Student to create original signs and symbols: - of social and cultural value - to communicate an idea or message.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT 1 (CONT'D)
 	
SIGNS AND; SYMBOLS
 	
v) Environmental Graphics
	The student will be able to:
	
	1.1.5 create signs and symbols for effective navigation in the environment using appropriate techniques, tools and materials.
		Creating environmental signs and symbols.
		
		Meaning of Environmental graphics.
		
		Signs and symbols that:
		- aid smooth human movement in the community,
		- give warnings about dangers and hazards
		- give directions as to handling situations and objects, etc.
		
		Types:
		- Traffic signs
		- Pictograms on package
		- Directional signs in public places E.g. parks, factories, public buildings, conference rooms, fairs, school compound, supermarket, hospital, science laboratory, rally ground, stadium, etc.
			Guide students to discuss meaning and scope of environmental graphics, giving examples.
			
			Assemble and discuss various types of environmental graphics and how such signs and symbols aid human activities in the environment.
			
			Discuss characteristics of the signs and symbols.
			
			Students to discuss and develop procedure and criteria for appreciation and appraisal.
			
			Guide students to create environmental graphics for specific health needs in the community during
			    Festivals
			- PTA meetings
			- Durbar of chiefs, etc.
				Students to:
				
				- create an environmental sign or symbol to satisfy an identified need of (literates and illiterates) in the:
				  (a) school
				  (b) community
				
				-display their works for appreciation and appraisal according to criteria.

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SENIOR HIGH SCHOOL – YEAR 3

SECTION TWO

PACKAGE DESIGNING

General Objectives: The student will:
1. acquire proficiency and skills in designing and constructing packages.
2. appreciate the value of packaging.
3. respond to finished graphic design items through appreciation, evaluation and effective communication.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **PACKAGE AND ITS IMPORTANCE** **i) Types of packages**	The student will be able to: 2.1.1 describe different types of packages.	<u>Definition of package</u> Container that holds a product and makes it possible for easy handling and selling. Describing types of packages. <u>Types</u>: Primary, Secondary,	Student to collect and assemble samples of packages for classification and discussion. Guide students to discuss what a package is and identify types of packages.	Students to: - describe types of packages, using relevant examples from the samples.
ii) Qualities and functions **UNIT 2**	2.1.2 describe the qualities and functions of a package.	Qualities and functions of packages. <u>Qualities</u>: Easy handling, attractive and informative. etc. <u>Function</u>: It should be able to preserve, identify, protect, transport, enhance value contain, attract, advertise etc.	Guide students to identify and discuss the qualities and functions of a package using samples and digital content (if possible).	- describe with relevant examples the qualities and functions of a package. design and construct various packages applying knowledge in computer in completing the design.
DESIGN AND CONSTRUCTION OF PACKAGES **i) package design**	2.2.1 design and construct packages to satisfy an identified need using appropriate techniques, tools and materials.	<u>Packages</u>:- Carrier bags, Book jackets, CD Sleeves, Labels, Collapsible fibreboard containers, wrappers etc.	Discuss and demonstrate how to explore and construct packages using appropriate techniques, tools and materials.	- students to design and make packages to satisfy an identified need of an entrepreneur

SENIOR HIGH SCHOOL – YEAR 3

SECTION THREE

REPRODUCTION PROCESSES IN GRAPHIC DESIGN

General Objectives: The student will:

1. develop awareness of modern printing processes.
2. acquire personal experience in the usage of electronic printing devices.
3. acquire knowledge and skills in photography

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **OTHER PRINTING PROCESSES** **i) Lithography** **ii) Gravure**	The student will be able to: 3.1.1 explain the principle involved in lithography. 3.1.2 explain the principle involved in gravure.	Invented in 1797 by a German typographer called Aloy Senefelder, and means **printing off stone.** Process: It is based on the principle that grease and water do not mix. It is the commonest printing process. The principle involved in gravure (also known as intaglio). Process: the images are transferred from plates that have been recessed or sunken in. It is the exact opposite of relief printing.	Guide students to discuss the historical background of lithography. Guide students to organise a trip to printing houses. Discuss the principles involved in gravure using illustration	Students to answer quiz on the principles and uses of lithography and gravure processes. Students write a report on the commercial use of lithography and gravure processes.
UNIT 2 **ELECTRONIC PRINTING DEVICES** **- Ink jet printing, Laser, electrostatic printing**	3.2.1 identify types of electronic printing devices and explain how each one works.	<u>Laser printing.</u> The newest forms of printing. It uses a tiny pinpoint of light that passes through a finely tuned and complex optical system and lands on a light sensitive drum. <u>Electrostatic Printing.</u> It relies upon a charge of static electricity to transfer image from plate to the substrate. The photocopy machine is the simplest form of electro static printing.	Lead students to organise trips to computer laboratories, art resource centres, photocopier operating shops etc. to observe how these printing devices work and ask questions.	- write a summary of how these electronic printing devices work.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
				Student to:
UNIT 3	The student will be able to:			
PHOTOGRAPHY	3.3.1 trace the history and development of photography	**Photography:** It is the art, profession, or method of producing photographs or the scenes in films. It is also the process of creating pictures using light (sunlight) energy. Photographs are made using machines and materials that have been developed over the years, e.g. camera, film and paper. **History:** The first successful image was produced by the French Inventor Joseph Niepce with a small camera 'obscura' (dark chamber). This has become known as pin-hole camera. In modern times photographs are taken and developed instantly with sophisticated machines e.g. digital cameras etc.	Guide students to brainstorm, discuss and provide an operational definition of photography. Lead students to trace the history and development of photography using the relevant TLMs.	write a brief history on the origin and development of photography
	3.3.2 explain the importance of photography	**Importance of Photography:** i. Communication ii. Education, e.g. Book Illustration, teaching and Learning aids (power point, still pictures, slides etc.) iii. Book Illustration iv. Information v. Record of Past Memories vi. Advertisement vii. Entertainment viii. Description of a Process ix. Diagnosing of Diseases, e.g. X-Ray, Ultra Sound Scanning etc.	Lead students to discuss the importance of photography in the socio-economic life of a people. For example: i. Couples ask for recordings of their wedding in soft and hard copies for record keeping and evidence in times of need ii. Companies use photographs of their products to convince customers. iii. Governments use photographs to demonstrate evidence of their track records. iv. Moving and still photographs are used in the rehabilitation of traumatized individuals etc.	identify and select photographs from newspapers, magazines, posters, etc. and classify them according to their functions and purposes

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) **PHOTOGRAPHY**	3.3.3 classify photographic cameras	**Classification of Cameras** A camera is a piece of equipment used to take photographs or make films or television programmes. Cameras can be classified into three based on their uses and functions: i. Video Cameras – record moving photographs and sound ii. Cameras that take only still photographs iii. Cameras that take moving and still photographs as well as sound. There are series of gadgets powered by battery, solar or electricity that perform the functions of a camera, e.g. mobile phones, computers, photocopiers, watches, pens, traffic lights etc.	Guide students to brainstorm, discuss and classify cameras according to their functions. Students to give state examples of cameras they have ever seen, describe and classify them.	Student to: make a list of cameras and classify them.
	describe the basic processes for taking photographs	**The Basic Processes for Taking Photographs** i. Loading of films, memory chips, cassettes etc. ii. Adjustment of the Camera to suit the weather condition, shutter speed and focus iii. Composition, e.g. position of the image, camera angle, the use of flash etc.	Guide students to describe the processes involved in taking a photograph.	take still pictures from the neighbourhood and present them in soft or hard copies for assessment using mobile phones, digital cameras etc. or .design and produce an artwork using moving or still photographs to communicate to a target group. or create an album of soft or hard photographs to satisfy a need;

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT 3 (CONT'D)
 	
PHOTOGRAPHY
	discuss the various career opportunities in the photographic industry	**Careers related to Photography**
		  i. Photojournalist
		  ii. Commercial Photographer
		  iii. Free-lance Photographer
		  iv. Portrait Photographer
		  v. Video/Film Editor
		  vi. Animation Artist
		  vii. Set Designer
		  viii.Photographic Technician
		  ix. Storyboard Technician etc.
			Lead students to discuss the careers related to photography and the occupational skills associated with those careers.	Student to:
				
				make a list of the career opportunities available in photography.

SENIOR HIGH SCHOOL - YEAR 3

SECTION FOUR

CAREERS AND ENTREPRENEURSHIP SKILLS

General objectives: The student will:

1. identify the careers in Graphic Design.
2. apply knowledge and skills in entrepreneurship in Graphic Design .
3. develop professional competencies to set up an enterprise or to gain employment.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **CAREERS IN GRAPHIC DESIGN** **i) Graphic Design careers and job avenues**	The student will be able to: 4.1.1 describe graphic design careers and job avenues.	<u>Careers:</u> Illustrators, Exhibition Designers, Studio artists, Book designers, Cartoonists, Animators, Art Directors, Visual Art Teachers, TV Studio Designers <u>Job avenues:</u> - <u>Advertising Houses</u> Lintas, Apple Pie, Gerofix, DDP, Kwarts, Bleumich, Depag, Origins 8, Blublaze Ltd., etc. - <u>Printing Houses:</u> Checkpoint, Compuprint, Graphic Communication Company Limited, Ghana Publishing Company, New Times Corporation, Ghana University Press, Advent Press etc. - <u>Ministries:</u> Ghana Education Service, Ghana Health Services, Food and Agriculture (Information Support Unit), etc. - <u>Self-Employment</u> Entrepreneurs in Screen printing, animation, Book Design and Illustration, Cartooning, Commercial Art, Layout Designing etc.	Guide students to identify and discuss careers and job titles in Graphic Design. Discuss Graphic Design job avenues in the Ghanaian society and describe their job contents with students. Guide students to organise a visit to a Graphic Design establishment Cut adverts for graphic design job opportunities Guide students to compile a progressive list of employable skills from adverts and employers - display cut adverts on bulletin board and discuss.	Students to: - describe careers in Graphic Design. - write Graphic Design establishments in the country. Compile a progressive list of employable skills from adverts and employers

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **COMPETENCIES FOR EMPLOYMENT** **i) Employable skills**	The student will be able to: 4.2.1 identify and analyse skills employers of graphic designers seek.	Employable skills: - Ability to execute neat and precise work - High degree of hand and eye co-ordination - Understanding of types and their uses - Ability to select and handle colour - Understanding of reproduction processes - Knowledge of paper and its uses.	Guide students to identify and analyse skills and competencies for employment. Discuss how to acquire the competencies in schools e.g. the need for - portfolios - college admission - clients - employment - protecting and preserving works, etc.	Students to: - investigate and write a report describing the importance of the following for employment: a. portfolio b. slide picture c. practical skills
UNIT 3 **SETTING UP GRAPHIC DESIGN ENTERPRISE** **i) Factors to consider**	4.3.1 identify and analyse the main factors to consider in setting up a graphic design enterprise.	Factors to consider. Capital, Raw materials, Graphic Design studio, Labour, Business registration requirements, Nearness to market or consumer, identification of existing problem, etc -Financial Aid -Technical Assistance. -managing an enterprise -functions of a manger -Marketing -controlling business risk -export market	- discuss the factors to consider when setting up a Graphic Design enterprise. - organise a visit to a designer for students to ask questions on how he/she started, the problems he/she faced and how he/she overcame the problems. - discuss the role the electronic media plays in setting up and managing a Graphic Design enterprise.(publicity)	- write a well researched essay on problems faced when setting up a graphic design enterprise and how to solve them.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	The student will be able to:		Guide students to:	Students to:
UNIT 4 **ENTREPRENEURAL SKILLS IN PRACTICE**	4.4.1 explain the meaning of "marketing"	Concept of marketing is an act of offering a product for sale by using the skills of advertising and supply. i) market survey (this involves the current value of works in the market depending on demand and supply).	- explain the meaning and purpose of marketing. - discuss marketing procedures.	- explain marketing and describe the strategies for efficient marketing.
Marketing of Graphic Design works	4.4.2 describe the basic strategies for efficient marketing	A producer may sometimes find that the market price for his/her items is lower than his/her costs. The strategy is to change and produce items that are cheaper. Basic marketing strategies: • Advertising by posters, hand bills TV, radio, words of mouth. • Exhibitions, Bazaars, Fairs, • Effective decoration and Finishing • Packaging – attractive packaging Transporation (if possible) etc	- discuss the strategies for selling products. - suggest other methods of marketing products. **NB:** Guide students to demonstrate, in practical and observable terms, application of knowledge and skills in entrepreneurship from General Knowledge in Art to practise graphic design in: - setting up, marketing,	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) **ENTREPRENEUAL SKILLS IN PRACTICE** **ii) Business Plan**	The student will be able to: 4.4.3 prepare a business plan for an enterprise in Graphic Design.	Preparing a business plan for Graphic Design. <u>Meaning and purpose:</u> – it is a document that indicates what one intends doing, how and when one intends doing it. Purpose – as a plan, it: - controls the direction of the enterprise. - is useful for monitoring and evaluating the way and how the business/enterprise should go. - is useful as collateral or security to seek a loan or financial assistance, etc. <u>Key points in preparing a business plan</u>. - executive summary. - name and address of business/ enterprise. - identification of need to satisfy. - establish what you want to achieve or do. - find out or research from past solutions to similar problems. - analyse the industry or market where you can operate e.g. potential customers, competitors, etc. - pick the best solution.	Guide students to: - brainstorm and discuss the meaning and purpose of a business plan. - discuss with relevant examples in Graphic design, the key points in preparing a business plan. Students to apply their knowledge, skills and understanding in entrepreneurial skill (General Knowledge in Art) and Graphic Design to prepare a business plan. **NOTE:** Guide students to present their business plan with or without digital content in class for discussion. - consult a business person for assistance on the topic.	Students to: - describe how to develop a business plan using concrete examples.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D)	The student will be able to:		Guide students to:	Students to:
		- describe the enterprise or business (products, services, background of the entrepreneur). - describe production activity e.g. designing and making process, machines, sources of raw materials, location of enterprise, etc. - marketing activities e.g. customers, pricing, distribution, promotion, advertising, etc. - organisation e.g. background of managers and their duties, etc. - financial plan e.g. capital requirements, potential profits, cash flow, sources of funds.		- develop a business plan for his/her enterprise in Graphic Design for consideration by a local i. bank or ii. financier or iii. non-government organisation

GLOSSRAY

- **ASCENDER:** The portion of a type character that extends above the common body height of the lower case characters. e.g. e, g, b, d, f, h, k, l, and t.

- **BOND PAPER:** A strong and durable paper made from either rag, bleached chemical wood pulp, or both widely used for letterheads, business form, etc and characterized by strength, durability and permanence.

- **BONE FOLDER:** A hand tool made of bone or plastic and rounded on both the sides and ends; used for hand folding and creasing of printed material.

- **BOOK CLOTH:** A cloth or clothlike material used to bind and protect books.

- **BORDER:** A decorative line or design surrounding an illustration or printed matter.

- **BRAYER:** A hand roller for distributing ink.

- **CALLIGRAPY:** The art of producing fine and elegant handwriting.

- **CAMERA-READY ART:** Material given to the printer that needs no further work before being passed on to the camera department.

- **CAPS:** Printers terms for capitals- they are sometimes referred to as uppercase.

- **CASE:** The covers of a hardbound book.

- **CASEBOUND:** A term denoting a book bound with a stiff or hard cover.

- **CASING-IN:** The operation of applying paste or glue to the endsheets of a book, inserting the sewn and trimmed text into the case(cover) and building.

- **CENTRE SPREAD:** The facing pages in the centre of a *signature* also called natural spread.

- **CHARACTER:** A letter of the alphabet, a numeral, mark of punctuation, or any other symbol used in typesetting.

- **CHIP BOARD:** A single-ply cardboard, usually grey or brown in colour, frequently used as the stiffening back-board in padding.

- **COLLATE:** Gather together in proper sequence the *signature* or pages of a book.

- **COLOUR SEPERATION**: The process of separating full-colour originals into the primary printing colours in negative or positive form.

- **COMPOSITOR:** A person who sets and arranges type, either by hand or by machine. Also called typesetter or typographer.

- **COMPREHENSIVE:** An accurate layout showing type and illustrations in position and suitable as finished presentation, more commonly referred to as a comp.

- **COPY:** All materials (art text and photographs) furished for the production of printed work.

- **COVER PAPER:** A general term applied to a great variety of papers use for the outside covers of catalogues, booklets, brochure and similar pieces.

- **CROPPING:** Trimming an image or eliminating portions of copy.

- **DARKROOM:** A room in which film may be handled without exposing it because of the absence of white light. Darkrooms are equipped with *safelight.*

- **DESCENDER:** The part of a lower case letter that extends below the base line as in g, y, p, and q.

- **DISLAY TYPE:** Type set larger than the text meant to attract attention such as headlines.

- **DUMMY:** A preliminary layout showing a probable position of illustrations and text on the finished job.

- **ELECTROSTATIC PRINTING:** Printing process using a plate or takeoff sheet that is electrically charged to attract developer to the image.

- **ENDPAPER/ENDSHEET:** The sheet placed between the cover and the body of the book. Usually they are of a special paper, heavier than the text and may be either plain or printed.

- **FORE EDGE:** Right hand edge of a book or pamphlet.

- **FONT:** A complete set of one size and style of type. Consist of individual, letters, numbers and punctuation.

- **FLYER:** Generally a single piece of paper folder or unfolded produced for mass sales promotion.

- **FLY LEAVES**: The part of the end papers that are not pasted to covers of a book.

- **FRONTIPIECE:** The illustration facing the title page.

- **GRAIN:** The direction in which a majority of the fibers lay in a finished sheet of paper.

- **GUTTER:** The blank space between the text and the bound edge of a page. Also the blank space between columns of type.

- **HEAD:** The top of a page or book. The title line chapter head, subhead, etc.

- **HEAD MARGIN:** Unprinted space above the first line on a page.

- **HALF BINDING:** A style of binding in which the shelf back and the corners are bound in different material from that used on the sides.

- **HALF-TITLE:** The title of a book printed on a page immediately preceding the first page of the text.

- **INDIA INK:** A dense black ink that can be applied with a brush, ruling pen, or special fountain pen; used in art work preparation.

- **INDIA PAPER:** An opaque, strong, lightweight paper frequently used for dictionaries, bibles, and reference books.

- **INITIAL LETTERS:** A large capital or decorated letters used to begin a chapter section or sometimes a paragraph.

- **ITALIC:** Typeface with letters that slope to the right, usually used for emphasis.

- **JACKET (BOOK):** A paper covering, printed, over the covers of a book same as dust jacket covering of a casebound book.

- **JOG:** To align sheet into a neat pile by shaking or striking on a flat surface.

- **JUSTIFY:** To space each line of type out to a required length so that left and right margins are even.

- **LAYOUT:** Drawing or pasteup showing how the elements of a printed page are to be combined.

- **LOGOTYPE (LOGO):** A special design used by a company or organization as a trademark.

- **LOWER CASE:** The small letters in a font o type, as distinguished from capitals.

- **MECHANICAL:** Camera-ready assembly of all type and design elements together with instructions and ready for the platemaker.

- **MOUNTING:** A board used for mounting photographs and prints.

- **ORPHAN:** In book designing having the last line of any page be the first line of a new paragraph or a headline.

- **PAGINATION:** The numbering of a page in consecutive order.

- **PASTEUP:** The process of assembling images on a page in preparation for printing.

- **PERFECT BINDING (ADHESIVE BINDING):** An expensive book binding technique in which the pages are glued rather than sewn to the cover. It is used primarily for paper backs, small manuals, phone books.

- **PINHOLES:** Pinpoint sized holes or imperfections in developed film.

- **POINT**: Printers unit of measurement used primarily to designate type size.

- **PROCESS COLOURS:** A combination of colours printed one directly over the other to produce additional colours as represented in the original copy.

- **PROOFREADER:** One who checks copy for mistakes and marks for correction.

- **PULP:** The wood or other fibers used to make papers.

- **QUARTER BINDING:** A style of case binding in which the backbone of the case is cloth or leather and the sides are paper.

- **QUIRE:** One twenty-fifth of a ream, 20 sheets of book papers.

- **REAM:** 500 sheets of paper.

- **RECTO:** Right-hand page of an opened book, magazine, etc page1 is always on a recto, and recto's always bear the odd number folios.

- **RECYCLED PAPER:** Paper made from old paper pulp; used paper is cooked in chemicals and reduced back to pulp after it is deinked.

- **REGISTER:** Printing two or more images and/or colours in exact alignment with each other.

- **REVERSE TYPE:** A printing style in which the back ground is the printed image and the characters remain the colour of the paper.

- **RUNNIN FEET:** A headline placed at the bottom of each page of a book.

- **RUNNIN HEAD:** Book title or chapter head at the top of every paper in a book.

- **SAFELIGHT:** Colour light used in dark room work which gives enough light to see by yet does not affect the photograph material.

- **SCORE:** To cease or impress a mark with a rule to make paper.

- **SIZING:** The process of treating paper to make paper easier to fold.

- **SHUTTER:** A devise mounted either in front of, or behind, the lens in a camera to turn on or off light to the film plane.

- **SIGNATURE:** A section of a book formed by folding or trimming a pressed sheet with four or more pages.

- **SPIRAL BINDING:** A binding in which wires in spiral forms are inserted.

- **TEXT:** The body of a page.

- **THUMBNAIL:** A very small, often sketchy visualization of an illustration or design.

- **TUSCHE:** A liquid emulsion ink painted or drawn on a lithograph plate to form an image: sometimes called transfer ink.

- **TYPE:** The characters used singly or collectively for the purpose of creating text.

- **VERSO:** A left hand page of a book usually even numbered.

- **WATERCOLOUR PAPER:** A rough-grained or textured paper, with a hard-size surface, suitable for watercolour painting.

TOOLS, MATERIAL AND EQUIPMENT

1) TOOLS

- Sable brushes
- Square – ended brushes
- Drawing board
- T' Square
- Trimming Knife
- Squeegee
- Bodkin
- Bonefolder
- Universal pliers
- Hammer
- Stapling Gun

2) MATERIALS

Cartridge paper
Bond paper
Newsprint
Brown paper
Manilla card
India ink
Drawing ink
Painting ink
Printing paste
Organdie
Binders cloth

3) EQUIPMENT

- Guillotine
- Card Cutter
- Plough and blades
- Lying press
- Standing press
- Stitching Frame
- Shooting Box
- Computers and Accessories

APPENDIX B
GRAPHIC DESIGN CAREERS

- Advertising layout
- Aerial Artist
- Airbrush Artist
- Animator
- Architect
- Art director
- Art teacher
- Billboard Artist
- Biomedical Photographer
- Book Illustrator
- Book Binder
- Book Jacket Designer
- Calligrapher
- Cartoonist
- Catalogue Illustrator
- Computer Animator
- Computer-Aided Designer
- Court Artist
- Digital Imaging
- Display Designer
- Editorial Cartoonist
- Engraver
- Environmental Designer
- Etcher
- Exhibition Designer
- Fashion Illustrator
- Film Maker
- Forensic Sketch Artist

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