

# STRANDS AND STANDARDS

## DIGITAL ILLUSTRATION



### Course Description

This course introduces and focuses on design principles, concepts, processes, and various drawing/illustration skills utilizing tablet technologies, tools, accessories, and applications for the purpose of providing a strong foundation for Commercial Art and Graphic Print Design courses and related content.

Intended Grade Level	9-12
Units of Credit	0.5
Core Code	40.13.00.00.002
Concurrent Enrollment Core Code	40.13.00.13.002
Prerequisite	N/A
Skill Certification Test Number	N/A
Test Weight	N/A
License Area of Concentration	CTE and/or Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	Commercial Art
Endorsement 2	Production Graphics
Endorsement 3	N/A

## **STRAND 1: ILLUSTRATION FUNDAMENTALS**

**Students will design and illustrate an original character and background/environment.**

### **Standard 1**

Categorize the elements and principles of design.

- Elements (line, shape, value, color, texture, form, space)
- Principles (rhythm/movement, pattern/repetition, balance, unity/harmony, contrast, variety, proportion)

### **Standard 2**

Practice effective drawing techniques.

- Figure drawing (proportion, ball and socket, dynamic vs. static)
- Gestural

### **Standard 3**

Develop techniques for aesthetically pleasing compositions.

### **Standard 4**

Demonstrate applications of perspective.

- Atmospheric
- One- and two-point
- Overlapping
- Size/proportion
- Placement

### **Performance Skills**

- Design and illustrate an original character.
- Design and illustrate an original background/environment.

## **STRAND 2: DESIGN PROCESS**

Students will use the design process to create, generate, and develop a concept for digital illustration.

### **Standard 1**

Demonstrate the design process.

- Identify a creative problem/brief
- Research (brainstorm, target audience, purpose, timeline)
- Thumbnail sketches
- Refinements/rough drafts
- Final draft

### **Standard 2**

Utilize the creative process to present and communicate original ideas with a client.

- Specifications (size, output)
- Audience
- Visual communication

### **Standard 3**

Utilize constructive feedback to inform revisions and changes.

### **Standard 4**

Show ethical practices when developing original illustrations.

- Creating and using reference imagery (royalty free, photo shoots, AI, etc.)
- Copyrights, fair use, creative commons, etc.

### **Performance Skills**

- Using the design process, creatively solve a brief/prompt.

## STRAND 3: COLOR THEORY

Students will demonstrate color theory concepts in a digital illustration.

### Standard 1

Apply color theory concepts and discuss their impact on an illustration.

- Primary
- Secondary
- Complementary
- Analogous
- Monochromatic
- Triadic
- Warm
- Cool

### Standard 2

Demonstrate use of color tools in a tablet-based software.

- Wheel, panels, or palettes
- Application tools (drop, fill)
- Sampling (picker, eyedropper)

### Standard 3

Distinguish between color modes and their intended outputs.

- RGB
- CMYK

### Performance Skills

- Curate a color palette to communicate an idea or mood in a tablet-based software.
- Correctly output an illustrated project using an appropriate color mode.

## **STRAND 4: TABLET-BASED SOFTWARE & TOOLS**

**Students will utilize tablet-based software and relevant tools to create digital illustrations.**

### **Standard 1**

Demonstrate and utilize core illustration tools of a tablet-based software.

- Brushes (size, opacity, texture, style)
- Color palettes (new, save, organize)
- Blend/smudge
- Editing tools (select, adjust, transform, mask, copy, paste, erase)
- Effects, filters, adjustments
- Layers (lock, opacity, duplicate, delete, arrange)
- Gestures (move, zoom, rotate, undo/redo)

### **Standard 2**

Demonstrate file management concepts and processes.

- New file (artboard/canvas size, resolution, layer availability)
- Naming conventions/schemes
- File types and purposes
- Storage (cloud, external, on-device)
- Organization (folders, stacks)
- Sharing (transferability between platforms)
- Saving

### **Standard 3**

Demonstrate hardware and accessory management procedures.

- Charging
- Cables
- Port types
- Stylus
- Storage

### **Standard 4**

Understand the roles and limitations of working in various software platforms.

- Raster vs. vector
- File formats & uses
- Portability & flexibility

### **Performance Skills**

- Create an original digital illustration utilizing tools, adjustments, and layers with a tablet-based software.
- Transfer a digital illustration to another software and platform.

## **STRAND 5: ILLUSTRATION INDUSTRY**

**Students will explore the historical and current roles of illustration as a career.**

### **Standard 1**

Explore the current state of illustration as an occupation and its role in graphic communications.

Related occupations, but not limited to:

- Illustrator
- Character designer
- Concept developer (storyboard artist)
- Animator
- Advertising
- Web development
- Content creator
- Fashion designer
- Publisher/Printer
- Medical illustrator

### **Standard 2**

Relate design trends to the greater historical illustration context.

- Narratives
- Purposes
- Impacts
- Influential illustrators

### **Standard 3**

Identify markets and methods of employment (self, employer)

- Portfolio
- Resume

### **Performance Skills**

- Explore professional portfolios and websites.
- Develop a personal, creative portfolio.

## STRAND 6: CTSOs & WORKPLACE SKILLS

Students will be encouraged to participate in a relevant CTSO through the demonstration of illustration workplace and career readiness skills. These standards will not appear on state skill certification exams, but should be taught throughout the duration of the course.

### Standard 1

Students will display personal skills related to the essential values, personality traits, and personal characteristics for success in illustration and life.

- **Integrity** - demonstrate honesty and personal responsibility for actions in the creative process.
- **Work ethic** - demonstrate tenacity, hard work, excellence, punctuality, meet deadlines; and be self-directed when completing tasks in the design setting.
- **Professionalism** - demonstrate maturity, self-confidence; and a positive image when working with teammates or clients on design jobs/projects.
- **Responsibility** - demonstrate dependability, consistency, and personal well-being when safely completing design tasks.
- **Adaptability/Flexibility** - Foster creativity, new ideas, and resilience when working to solve problems in design tasks.
- **Self-motivated** - demonstrate a willingness to learn, independence, initiative, and a positive attitude when approaching new information

### Standard 2

Students will display workplace skills related to the essential attitudes and abilities for success in the illustration industry.

- **Communication** – Demonstrates skills in listening and speaking; communicates professionally with teammates, supervisors, and customers in relation to illustration.
- **Decision making** – Analyzes key facts, data, and situations to employ reasoning skills for completing illustration tasks.
- **Teamwork** – Builds trusting relationships, works cooperatively with others and utilizes individual strengths of team members when completing illustration tasks.
- **Planning, organizing, and management** – Designs, prepares, and implements creative tasks within a desired timeframe; Sets priorities and responds to changing priorities.
- **Leadership** – Builds positive relationships and mitigates conflict.

### Standard 3

Students will display technical skills that are grounded in design that deliver essential knowledge and competencies for success in the industry.

- **Computer and technology literacy**
- **Job specific skills**
- **Safety and health**
- **Service orientation** – responds to internal and external customers; demonstrates focus and presence; attends to personal matters away from the classroom.
- **Professional development** – demonstrates openness to learn, grow, and change in the illustration industry.

# Skill Certification Test Points by Strand

Test Name	Test #	Number of Test Points by Strand										Total Points	Total Questions
		1	2	3	4	5	6	7	8	9	10		