


GRAPHIC DESIGN

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|-----------------------------|---|
| 1. Competences | To develop and implement marketing strategic plans from environment situation analysis, marketing mix, internal policies and current regulation, to contribute to organizational objectives and a competitive position in national and international areas. |
| 1. Term | Fourth |
| 2. Theoretical hours | 16 |
| 3. Practical hours | 44 |
| 4. Total hours | 60 |
| 5. Weekly hours | 4 |
| 6. Objective | Students will elaborate graphic solutions using vector software and photographic edition for products image presentation. |

| Learning Unit | Hours | | |
|---------------------------------------|-------------|-----------|-----------|
| | Theoretical | Practical | Total |
| I. Graphic design fundamentals | 6 | 6 | 12 |
| II. Vector design | 8 | 25 | 33 |
| III. Photographic edition | 5 | 25 | 30 |
| Total | 19 | 56 | 75 |


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| APROBÓ: | C. G. U. T. y P. | FECHA DE ENTRADA EN VIGOR: | Septiembre de 2017 | |

GRAPHIC DESIGN


Learning Units

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|-----------------------------|---|
| 1. Learning Unit | I. Graphic design fundamentals |
| 2. Theoretical Hours | 6 |
| 3. Practical Hours | 6 |
| 4. Total | 12 |
| 5. Objective | Students will propose sketches to design advertising campaigns. |


| Topic | Knowledge | Skills | Values/ Behavior |
|--------------------------|--|--------|--|
| Graphic design functions | <p>To explain design graphic concept.</p> <p>To identify graphic design functions:</p> <ul style="list-style-type: none"> - Communicative - Advertising - Formative - Aesthetic | | <p>Deductive</p> <p>Initiative</p> <p>Researcher</p> <p>Analytical</p> |
| Color theory | <p>To identify chromatic light concept.</p> <p>To differentiate color in:</p> <ul style="list-style-type: none"> - Light colors - Pigment colors - Primary colors - Secondary colors <p>To identify colors classification by:</p> <ul style="list-style-type: none"> - Tone - Luminosity - Saturation | | <p>Analytical</p> <p>Creative</p> <p>Innovator</p> <p>Proactive</p> <p>Objective</p> |

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| Topic | Knowledge | Skills | Values/ Behavior |
|---------------------------|--|--|--|
| Color Psychology | To explain color psychology and its application in marketing area. | To propose colors in campaigns implementing color psychology. | Analytical Creative Innovative Proactive Objective Reasoning ability Assertive Communication skills |
| Typography | To describe typography concept. To identify typographic classification and application: - Serif - San Serif - Handwritten - Decorative - Symbols - Condensed - Cursive or Italic - Bold | To propose campaigns typography implementing its classification. | Creative Deductive Teamwork Communication skills Initiative Planning ability |
| Advertising spot elements | To identify elements conforming an advertising spot: - Shot - Photography - Heading - Body - Logotype - Campaign slogan - Contact information - Piece composition | To elaborate advertising spots sketches. | Creative Deductive Teamwork Communication skills Initiative Planning ability Innovative |

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| Topic | Knowledge | Skills | Values/ Behavior |
|-----------------------|--|---|--|
| Graphic justification | To identify different graphic compositions in a grid: - The scale - The golden section - Symmetric balance - Rule of three | To make compositions in a graphic grid. | Creative Deductive Innovator Teamwork Communication skills Initiative Planning ability |

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GRAPHIC DESIGN

ASSESSMENT PROCESS

| Learning Outcome | Learning Process | Assessment Instruments |
|---|--|---------------------------------|
| <p>To design an advertising dummy containing:</p> <ul style="list-style-type: none"> - Elements of a publicity - Color theory application - Typographic justification - Color psychology - Graphic justification | <ol style="list-style-type: none"> 1. To understand graphic design function. 2. To identify color theory and psychology. 3. To understand typography concept and classification. 4. To identify elements in an advertising spot. 5. To analyze components in publicity through grids. | <p>Project</p> <p>Checklist</p> |

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GRAPHIC DESIGN

TEACHING-LEARNING PROCESS

| Teaching Methodologies | Teaching Materials |
|--|--|
| Demonstrative practice Research tasks Project-based learning | Computer Internet Printed material Design-specialized software Videos Pantone |

TRAINING FACILITIES

| Classroom | Languages Lab/Workshop | Corporation |
|-----------|------------------------|-------------|
| | X | |


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GRAPHIC DESIGN


Learning Units

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|-----------------------------|---|
| 1. Learning Unit | II. Vector design |
| 2. Theoretical Hours | 8 |
| 3. Practical Hours | 25 |
| 4. Total | 33 |
| 5. Objective | Students will present logo proposals to create a brand image. |


| Topic | Knowledge | Skills | Values/ Behavior |
|-----------------------------|---|--|--|
| Vectors | To explain the concept of vectors and their use. To identify Bézier curve. | | Creative Initiative Planning ability Patient Researcher |
| Software tools to vectorize | To distinguish tool conforming vector graphic design program: - Ellipse - Rectangle - Curves - Filling - Contour - Typography - Predesigned images - Interactive tools - Perfect Forms | To reproduce images applying vector design software tools. | Creative Innovative Initiative Planning ability Proactive Tidy Decision making ability Communication skills |

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| Topic | Knowledge | Skills | Values/ Behavior |
|---------------|---|--|--|
| Color | To identify color forms used in digital images: - RGB - CMYK - Pantone | To elaborate figures using color types for their printing. | Creative Innovative Initiative Planning ability Proactive Tidy Decision making ability Communication skills |
| Logotype | To identify logotype elements and their types. To identify logotype characteristics: - Simplicity - Legibility - Balance - Color - Novelty - Adaptability - Validity - Homogeneity - Truthfulness - Rhythm | To propose logotypes. | Creative Innovative Initiative Planning ability Proactive Tidy Decision making ability Communication skills |
| Output medium | To identify output formats: - Printed - Digital - Multimedia | | Creative Analytical Tidy Objective Observant |


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| Topic | Knowledge | Skills | Values/ Behavior |
|---------------|--|--------------------------------|---|
| Image formats | <p>To identify image format types for printing:</p> <ul style="list-style-type: none"> - JPEG - TIFF - GIF - BMP - PNG <p>To understand advantages, disadvantages and application of image formats.</p> | To propose image format types. | <p>Creative Innovative Initiative Planning ability Proactive Tidy Decision making ability Communication skills</p> |

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GRAPHIC DESIGN
ASSESSMENT PROCESS

| Learning Outcome | Learning Process | Assessment Instruments |
|---|--|---|
| <p>To present a practice portfolio containing:</p> <ul style="list-style-type: none"> - Logotype, isologo, imagotype and isotype - Justification for each used element - Output medium - Output format - Conclusions | <ol style="list-style-type: none"> 1. To identify the concept of vectors and Bézier curve. 2. To identify tools in a vector graphic design program. 3. To distinguish color forms used in images. 4. To analyze logotypes characteristics. 5. To identify output means and image formats. | <p>Evidence portfolio</p> <p>Rubric</p> |

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GRAPHIC DESIGN

TEACHING-LEARNING PROCESS

| Teaching Methodologies | Teaching Materials |
|--|---|
| Collaborative teams Project-based learning Laboratory practice | Computer Specialized software Pantone Printed material Videos Internet |

TRAINING FACILITIES

| Classroom | Languages Lab/Workshop | Corporation |
|-----------|------------------------|-------------|
| | X | |


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Learning Units

| | |
|-----------------------------|--|
| 1. Learning Unit | III. Photographic edition |
| 6. Theoretical Hours | 5 |
| 7. Practical Hours | 25 |
| 8. Total | 30 |
| 9. Objective | Students will carry out proposals of products image for their positioning in the market. |

| Topic | Knowledge | Skills | Values/ Behavior |
|-------------------------------|--|-----------------|--|
| Photography Fundamentals | <ul style="list-style-type: none"> - Exposition - Diaphragm - Image field and plane <p>To understand rules for photography:</p> <ul style="list-style-type: none"> - View - Horizon - Thirds | To photograph. | Creative Analytical Tidy Objective Observant Assertive |
| Photographic edition software | <p>To identify the use of photographic edition software pallets:</p> <ul style="list-style-type: none"> - tool pallet - channels pallet - Color pallet - history pallet | To edit photos. | Creative Analytical Tidy Objective Observant Assertive Patient Ethical Responsible |


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| Topic | Knowledge | Skills | Values/ Behavior |
|--------------------------|---|---|--|
| Photographic Composition | To identify elements in a photographic composition: <ul style="list-style-type: none"> - Color - Balance - Framing - Grid - Direction To identify product image elements and their legal requirements: <ul style="list-style-type: none"> - Label - Package - Container - Brand | To elaborate photographic compositions. To propose products image. | Creative Innovative Communication skills Responsible Initiative Assertive Proactive Teamwork Ethical |

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GRAPHIC DESIGN
ASSESSMENT PROCESS

| Learning Outcome | Learning Process | Assessment Instruments |
|--|--|------------------------------|
| <p>From a product release case, to elaborate an image proposal containing:</p> <ul style="list-style-type: none"> - brand - container - label - package - justification | <ol style="list-style-type: none"> 1. To understand photography elements and rules. 2. To understand use of photographic edition software pallets. 3. To identify photographic composition elements. 4. To identify a product presentation elements. 5. To disclose proposals for a product presentation. 6. To print advertising posters. | <p>Project</p> <p>Rubric</p> |

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TEACHING-LEARNING PROCESS

| Teaching Methodologies | Teaching Materials |
|--|---|
| Project-based learning Collaborative teams Laboratory practice | Computer Specialized software Pantone Printed material Videos Internet Photo camera |

TRAINING FACILITIES


| Classroom | Languages Lab/Workshop | Corporation |
|-----------|------------------------|-------------|
| | X | |

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ABILITIES DERIVED FROM PROFESSIONAL COMPETENCIES TO WHICH THE SUBJECT CONTRIBUTES

| Ability | Performance Criteria |
|--|--|
| To formulate product strategies from the diagnosis of national and international market needs and corporation resources, in order to achieve marketing objectives. | <p>Students elaborate a product strategy containing the description of:</p> <ul style="list-style-type: none"> - Real product - Essential product - Augmented product - Product line - Product lifecycle - Product elements: <ul style="list-style-type: none"> - brand, - package, - container, - packaging and - label |
| To structure marketing integral communication strategies through the integration of promotional mix, to position the product in the target market. | <p>Students present integral communication strategies including:</p> <ul style="list-style-type: none"> - Personal sale - Publicity - Sales promotion - Public relations - Electronic commerce - S-Commerce - Digital marketing - Point of sale marketing - Direct marketing |
| To elaborate marketing strategic plans from the environment and corporation analysis, in order to achieve commercial objectives. | <p>Students formulate a marketing strategic plan including:</p> <ul style="list-style-type: none"> - Objectives - Marketing strategies - Marketing budget - Activities timetable - Sales results estimate - Control mechanisms - Conclusions y recommendations |

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