



RQF LEVEL 3



GENGD301
SOFTWARE
DEVELOPMENT

Basic Graphic Design

TRAINER'S MANUAL

October, 2024



BASIC GRAPHIC DESIGN

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TABLE OF CONTENT

AUTHOR'S NOTE PAGE (COPYRIGHT)-----	iii
ACKNOWLEDGEMENTS-----	iv
TABLE OF CONTENT -----	vii
ACRONYMS-----	ix
INTRODUCTION -----	1
MODULE CODE AND TITLE: GENGD301 BASIC GRAPHIC DESIGN -----	2
Learning Outcome 1: Edit Photos with Adobe Photoshop -----	3
Key Competencies for Learning Outcome 1 : Edit photos with Adobe Photoshop -----	4
Indicative content 1.1: Introduction to Photoshop-----	6
Indicative content 1.2: Remove Unwanted Elements from the Image -----	11
Indicative content 1.3: Manage Layers -----	14
Indicative content 1.4: Adjust and Retouch Photo-----	18
Indicative content 1.5: Apply Typography -----	24
Indicative content 1.6: Transform Photo-----	27
Learning outcome 1 end assessment -----	30
Further information to the trainer-----	34
Learning Outcome 2: Manipulate Graphics with Adobe Illustrator -----	35
Key Competencies for Learning Outcome 2 : Manipulate Graphics with Adobe Illustrator -----	36
Indicative content 2.1: Description of Workspace-----	38
Indicative content 2.2: Create Vector Paths-----	44
Indicative content 2.3: Design Shapes -----	47
Indicative content 2.4: Description of Brand Identity-----	52
Indicative content 2.5. Design Infographics -----	53
Learning outcome 2 end assessment -----	59
Further information to the trainer-----	63
Learning Outcome 3: Export File -----	64
Key Competencies for Learning Outcome 3 : Export File-----	65
Indicative content 3.1: Selection of File Format-----	67
Indicative content 3.2: Set Image Quality-----	70
Indicative content 3.3: Export Artwork -----	72

Learning outcome 3 end assessment -----	75
Further information to the trainer-----	77

ACRONYMS

BMP: Bitmap Image File

CMYK: Cyan, Magenta, Yellow, Black

GIF: Graphics Interchange Format

JPEG: Joint Photographic Experts Group

KOICA: Korea International Cooperation Agency

PDF: Portable Document Format

PNG: Portable Network Graphics

PSD: Photoshop Document

RGB: Red, Green, Blue

RTB: Rwanda TVET Board

TIFF: Tagged Image File Format

TQUM Project: TVET Quality Management Project

TVET: Technical and Vocational Education and Training

INTRODUCTION

This trainer's manual includes all the methodologies required to effectively deliver the module titled " **Basic Graphic Design.**" Trainees enrolled in this module will engage in practical activities designed to develop and enhance their competencies.

The development of this training manual followed the Competency-Based Training and Assessment (CBT/A) approach, offering ample practical opportunities that mirror real-life situations.

The trainer's manual is organized into Learning Outcomes, which is broken down into indicative content that includes both theoretical and practical activities. It provides detailed information on the key competencies required for each learning outcome, along with the objectives to be achieved.

As a trainer, you will begin by asking questions related to the activities to encourage critical thinking and guide trainees toward real-world applications in the labor market. The manual also outlines essential information such as learning hours, didactic materials, and suggested methodologies.

This manual outlines the procedures and methodologies for guiding trainees through various activities as detailed in their respective trainee manuals. The activities included in this training manual are designed to offer students opportunities for both individual and group work. Upon completing all activities, you will assist trainees in conducting a formative assessment known as the end learning outcome assessment. Ensure that trainees review the key reading and the points to remember section.

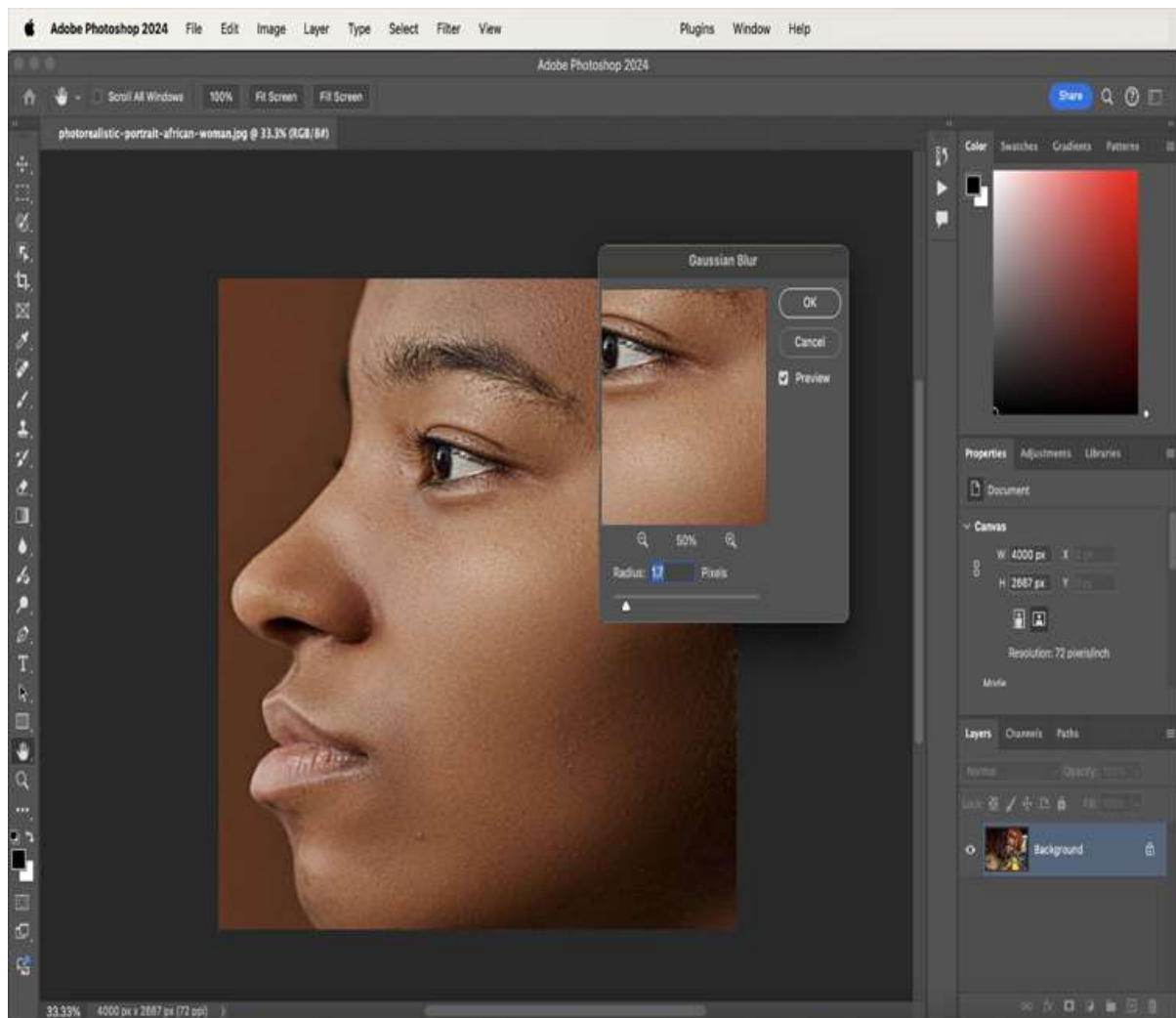
MODULE CODE AND TITLE: GENGD301 BASIC GRAPHIC DESIGN

Learning Outcome 1: Edit photos with Adobe Photoshop

Learning Outcome 2: Manipulate graphics with adobe illustrator.

Learning Outcome 3: Export file

Learning Outcome 1: Edit Photos with Adobe Photoshop



Indicative contents

1.1 Introduction to Photoshop

1.2 Remove Unwanted elements from the image

1.3 Manage Layers

1.4 Adjust and Retouch photo

1.5 Apply typography

1.6 Transform photo

Key Competencies for Learning Outcome 1 : Edit photos with Adobe Photoshop

Knowledge	Skills	Attitudes
<ul style="list-style-type: none">● Exploration of interface elements in adobe Photoshop● Identification of Adobe Photoshop layers● Description of adobe Photoshop typography● Description of image transformation in adobe Photoshop	<ul style="list-style-type: none">● Creating new Photoshop document● Setting document pre-set in adobe Photoshop● Using Photoshop tools● Managing layers in adobe Photoshop● Transforming image in adobe Photoshop	<ul style="list-style-type: none">● Being Creative● Having Curiosity● Being Patient● Being collaborative● Having Critical thinking● Being Practical oriented



Duration: 25 hrs

Learning outcome 1 objectives:



By the end of the learning outcome, the trainees will be able to:

1. Describe properly Adobe Photoshop and its interface elements as used in graphic design
2. Describe correctly adobe Photoshop typography based on the project goals.
3. Describe properly transformation in adobe Photoshop based on the tasks.
4. Create properly document in adobe Photoshop based on the project requirements.
5. Perform correctly document pre-set in adobe Photoshop based on the tasks.
6. Manage properly layers in adobe Photoshop based on the tasks.
7. Use correctly tools in adobe Photoshop based on the tasks.
8. Transform properly image in adobe Photoshop based on the tasks.



Resources

Equipment	Tools	Materials
<ul style="list-style-type: none">• Computer• Projector	<ul style="list-style-type: none">• Adobe Photoshop	<ul style="list-style-type: none">• N/A



Advance Preparation:

Before delivering this learning outcome, you are recommended to:

- Avail computers installed with Adobe Photoshop latest version.



Indicative content 1.1: Introduction to Photoshop



Duration: 4 hrs



Theoretical Activity 1.1.1: Description of Key Concepts of Adobe Photoshop



Notes to the trainer:

Trainer may use small group for describing Key Concepts of adobe Photoshop.

- The use of images and videos as didactic materials is required.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the activity and request learners to respond to the following questions:

- What do you understand in adobe Photoshop?
- Describe image Document in adobe Photoshop
- Discuss the interface elements of Adobe Photoshop
- Describe document pre-set in Adobe Photoshop
- Describe photo Importation methods in Adobe Photoshop

Step 2: Monitor the activity

Step 3: Ask learners to presents their findings

Step 4: Provides expert view and clarifies ideas by using didactic materials.

Step 5: Address any questions or concerns.

Step 6: Ask learners to read the key reading 1.1.1 in the trainee manual.



Points to Remember

- Adobe Photoshop is a powerful software used for editing and creating images and graphics.
- An image document in Adobe Photoshop refers to the canvas or workspace where image editing and creation occur.
- The workspace in Adobe Photoshop consists of the layout and arrangement of panels, tools, and menus used to edit images.
- The interface elements of Adobe Photoshop include the toolbar, panels, menus, and options bar that facilitate various editing tasks.
- A document preset in Adobe Photoshop is a predefined set of dimensions and settings for creating new documents.
- Photo importation in Adobe Photoshop involves opening or placing image files into the workspace for editing.



Practical Activity 1.1.2: Use interface elements Adobe Photoshop



Notes to the trainer

- Facilitation of this activity can be individual based and should take place in the computer lab.
- Avail computer installed with adobe Photoshop with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the topic and ask trainees read the task described below:

As a graphic designer, you are asked to go to the computer lab and use adobe Photoshop interface elements (select menus, arrange panels, select and customize the toolbar, use undo command and history panel, use ruler and set guides) as designer drag image with the size (Width=8.47cm, height=8.47cm, resolution=300px automatic) the background= blue, color mode= CMYK in Adobe Photoshop.

Step 2: Explain the task and provide clear work instruction.

- Step 3:** Demonstrate how to use adobe Photoshop interface elements. While demonstrating, explain the steps to follow.
- Step 4:** Asks learners to use adobe Photoshop interface elements and monitor the procedures.
- Step 5:** Verify whether documents Name, Size, Resolutions, Color mode, Color profile and Pixel aspect ratio used in documents pre-set and the image/photo importation using placing and dragging are correctly performed.
- Step 6:** Ask trainees to read key reading 1.1.2, 1.1.3,1.1.4.
- Step 7:** Ask trainees to perform the task provided in application of learning 1.1



Points to Remember

- **To select menu:** Click on menu>Then select the menu item by clicking on it
- **To arrange panels:** Drag and drop them to your desired location where you want them to appear
- **To Customise the toolbar:** Click on the three points on the bottom of the toolbar>Click on edit toolbar>Add or remove a tool
- **To use Undo command and history panel:** Press Ctrl + Z Click on Edit>Select Redo/Undo.
- **To adjust image size, resolution and pixel aspect ratio:** Go to Image > Image Size, modify resolution, width, or height, maintain aspect ratio with Constrain Proportions, choose resampling options if needed, and click OK to apply the changes.
- **To change colour mode:** Click on Image menu>Modes>Choose the color mode you want
- **To change colour profile:** Click on Edit>Assign color profile>Choose the colour profile you want from the list
- They are two available methods you can use to import a photo in adobe Photoshop:
- **Method 1:** Click on File menu>Place embedded>Choose a photo you want to import>Click on open
- **Method 2:** Locate the photos you want to import>Select them all>Drag and drop them into Photoshop interface



Application of learning 1.1

As a Graphic Designer at IBYIZA STUDIO, the client asked to make the image with the size of (Width=8.47cm, height=8.47cm, resolution=300px automatic) the background= blue, color mode= CMYK and Use B&W= Low contrast



Checklist

SN	Criteria	Indicators	Yes	No
1	Photoshop are well used	1.1 Interface elements are selected		
		1.2 workspace are managed		
		1.3 image document are created		
		1.4 document pre-set are performed		
		1.5 Photo are imported		
		1.6 Photoshop project are saved		
		1.7 Photoshop project are opened		



Indicative content 1.2: Remove Unwanted Elements from the Image



Duration: 4 hrs



Theoretical Activity 1.2.1: Description of Crop and Selection tools



Notes to the trainer:

- While delivering this content, a small group can be used for describing tools used to remove unwanted elements from the image.
- The use of videos as didactic materials is required.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the activity and request learners to respond to the following questions:

- I. Provide an overview of the tools available in Adobe Photoshop for removing unwanted elements from images such as:
 - a) Crop tools
 - b) Selection tools
 - c) Marquee and lasso tools
 - d) Quick selection tools
 - e) The magic wand tools
 - f) The eraser tools

Step 2: Asks any learner to write answers provided on flipchart/paper.

Step 3: Asks learners to discuss the provided answer and choose correct answers.

Step 4: Provides expert view and clarifies ideas by using didactic materials.

Step 5: Address any questions or concerns

Step 6: Ask trainees to read the key reading 1.2.1 in the trainee manual.



Points to Remember

- The Crop Tool is essential for cutting away unwanted edges of an image, allowing you to focus on the most important parts of the composition.
- Marquee and Lasso Tools enable you to make precise selections, making it easier to isolate and remove specific areas of an image.
- The Quick Selection Tool quickly identifies and selects regions with similar textures and colors, facilitating the removal of unwanted elements from the image.
- The Magic Wand Tool is ideal for selecting and removing large areas of similar color with a single click, such as a solid background.
- The Eraser Tool directly removes parts of an image pixel by pixel, making it useful for detailed clean-up work or eliminating specific elements.
- Selection Tools like the marquee, lasso, and quick selection tools are foundational in Adobe Photoshop for defining areas that you want to edit or remove, ensuring precise and controlled image adjustments.



Practical Activity 1.2.2: Use crop and selection tools



Notes to the trainer

- This activity should take place in the computer lab.
- Avail computer installed with adobe Photoshop with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the topic and ask trainees read the task described below:

As a graphic designer, you are instructed to visit the computer lab and utilize the crop tool, marquee and lasso tools, quick selection tool, magic wand tool, eraser tool, and combine various selection tools effectively.

Step 2: Explain the task and provide clear work instruction.

Step 3: Demonstrate how to use crop and selection tools. While demonstrating, explain the steps to follow.

Step 4: Asks learners to use crop and selection tools and monitor the procedures.

Step 5: Verify whether crop tool, marquee and lasso tools, quick selection tool, magic wand tool, eraser tool, combining selection tools used in selection tools are properly used.

Step 6: Ask trainees to read key reading 1.2.2.

Step 7: Ask trainees to perform the task provided in application of learning 1.2



Points to Remember

- **To use crop tool:** Select the Crop Tool> Adjust Crop Boundaries>Position the Crop>Rotate the Crop>Refine the Crop>Apply the Crop
- **To use selection tools:** Select the selection tool you want>Click and drag on the canvas to create selection>Add, subtract, intersect with/from selection>Move or delete the selected part depend on your desired results>Move or delete your selection.
- **To fill selection with color:** Make a selection>Choose the foreground color>Fill the selection.
- **To convert a selection into layer mask:** Select>Create a new layer>Add a layer mask>Paint and adjust layer mask properties
- **To resize and adjust the images resolution:** Open the image in photoshop>Go to Image>Image size>Set the height and width> Adjust your desired resolution and sampling options.



Application of learning 1.2.

You are employed as a photo editor at PIXELS STUDIOS. A client has provided photos asked for removing unwanted elements using crop and selection tools. This is to ensure the photos are suitable for sharing on social media platforms.

Checklist

SN	Criteria	Indicators	Yes	No
1	Unwanted elements from the image are well removed	2.1 Crop tool are used		
		2.2 Marquee and lasso tools are used		
		2.3 quick selection tool are used		
		2.4 magic wand tool are used		
		2.5 eraser tool are used		
		2.6 selection tool are combined		



Indicative content 1.3: Manage Layers



Duration: 4 hrs



Theoretical Activity 1.3.1: Description of layers in adobe Photoshop



Notes to the trainer:

- While delivering this content, a small group can be used for describing layers in adobe Photoshop
- The use of videos as didactic materials is required.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the activity and request learners to respond to the following questions:

- I. Provide an overview of the following layers available in Adobe Photoshop?
 - a) Background layer
 - b) Creating a new layer
 - c) Duplicating layers
 - d) Using Layer groups
 - e) Scale and Rotate Layers
 - f) Working with opacity
 - g) Aligning layers
 - h) Using Layer masks
 - i) Merging, Rasterizing and flattening layers
 - j) Blending modes/layer styles
- II. What are the primary differences between fills and strokes?

Step 2: Asks any learner to write answers provided on flipchart/paper.

Step 3: Asks learners to discuss the provided answer and choose correct answers.

Step 4: Provides expert view and clarifies ideas by using didactic materials.

Step 5: Address any questions or concerns.

Step 6: Ask trainees to read the key reading 1.3.1 in the trainee manual.



Points to Remember

- **Background Layer:** The background layer is the default base layer in Photoshop, often locked and serving as the foundation for other layers in the document.
- **Creating a New Layer:** New layers can be created to add elements independently, allowing for non-destructive editing and easy adjustments.
- **Duplicating Layers:** Duplicating layers allows you to create an exact copy of a layer, useful for experimenting with edits without affecting the original.
- **Using Layer Groups:** Layer groups help organize multiple layers into folders, making complex projects easier to manage and navigate.
- **Scale and Rotate Layers:** You can scale and rotate layers to adjust their size and orientation, enhancing the composition and layout of your design.
- **Working with Opacity:** Adjusting a layer's opacity controls its transparency, allowing you to create subtle effects and blend layers more seamlessly.
- **Aligning Layers:** Aligning layers ensures that elements are positioned accurately within the document, maintaining a clean and professional layout.
- **Using Layer Masks:** Layer masks enable selective visibility of parts of a layer, allowing for complex blending and non-destructive editing.
- **Merging, Rasterizing, and Flattening Layers:** Merging, rasterizing, and flattening layers combine or convert them, which can simplify the file but limit future edits.
- **Blending Modes/Layer Styles:** Blending modes and layer styles offer various effects that change how layers interact with each other, enhancing visual depth and texture.



Practical Activity 1.3.2: Manipulation of layers in adobe Photoshop



Notes to the trainer

- This activity should take place in the computer
- Avail computer installed with adobe Photoshop with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

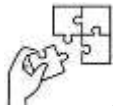
- Step 1:** Introduce the topic and ask trainees to read the task described below:
As a graphic designer, you are instructed to visit the computer lab to work with Adobe Photoshop features such as manipulating the background layer, creating new layers, duplicating layers, organizing layers into groups, scaling and rotating layers, adjusting opacity, aligning layers, using layer masks, merging, rasterizing, flattening layers, and applying blending modes, layer styles, fills, and strokes.
- Step 2:** Explain the task and provide clear work instruction.
- Step 3:** Demonstrate how to manipulate layer in adobe Photoshop. While demonstrating, explain the steps to follow.
- Step 4:** Asks learners to manipulate layer in adobe Photoshop and monitor the procedures.
- Step 5:** Verify whether manipulating Background layer, creating a new layer, duplicating layers, Using Layer groups, scale and rotate Layers, working with opacity, aligning layers, using Layer masks, merging, rasterizing and flattening layers, blending modes/layer styles, fills and strokes used in adobe photoshop are properly used.
- Step 6:** Ask trainees to read key reading 1.3.2.
- Step 7:** Ask trainees to perform the task provided in application of learning 1.3.



Points to Remember

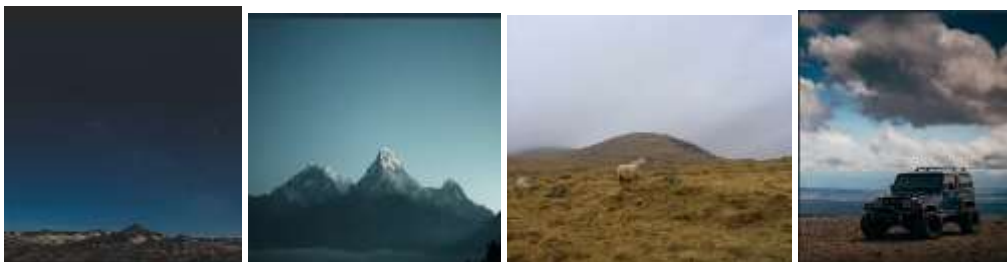
To complete the task as a graphic designer in the computer lab using Adobe Photoshop, follow these procedures:

- Open Adobe Photoshop
- Manipulate the Background Layer:
- Create New Layers:
- Duplicate Layers:
- Organize Layers into Groups:
- Scale and Rotate Layers:
- Adjust Opacity:
- Align Layers:
- Use Layer Masks:
- Merge, Rasterize, and Flatten Layers:
- Apply Blending Modes and Layer Styles:
- Add Fills and Strokes:
- Save Your Work:



Application of learning 1.3.

You are a graphic designer working on a creative project that involves designing a poster for advertising the Jeep car. The poster includes various elements such as images, and graphics, each requiring individual attention and adjustment. Use an effective management of layers in Adobe Photoshop to maintain organization, flexibility, and ease of editing throughout the design process. With the following specification (Width= 1500px, Height =2000px, Color =RGB, Background color =white, Faelthar=2.0px) the Images to be used are:



Result



Checklist

SN	Criteria	Indicators	Yes	No
1	Layers are well managed	3.1 Background layer are used		
		3.2 New layer are created		
		3.3 Layers are Duplicated		
		3.4 Layer groups are used		
		3.5 Layers are scaled and rotated		
		3.6 Layers are aligned		
		3.7 Layer mask are used		
		3.8 Layer are Merged, rasterized and flattened		



Indicative content 1.4: Adjust and Retouch Photo



Duration: 6 hrs



Theoretical Activity 1.4.1: Description of photo retouch



Notes to the trainer:

- While delivering this content, a small group can be used for describing photo retouch
- The use of image and videos as didactic materials is required.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the activity and request learners to respond to the following questions:

- What do you understand in photo retouch?
- Discuss the various retouching tools available in Adobe Photoshop

Step 2: Asks any learner to write answers provided on flipchart/paper.

Step 3: Asks learners to discuss the provided answer and choose correct answers.

Step 4: Provides expert view and clarifies ideas by using didactic materials.

Step 5: Address any questions or concerns.

Step 6: Ask trainees to read the key reading 1.4.1 in the trainee manual.



Points to Remember

- Photo retouching involves enhancing or correcting images to improve their overall quality, appearance, and visual impact. Here are common techniques used in photo retouching Like: Removing blemishes and imperfections, smoothing skin, enhancing colors, Adjusting lighting, Cropping and resizing, Adding effects.



Theoretical Activity 1.4.2: Description of photos and color correction



Notes to the trainer:

- While delivering this content, a small group can be used for describing photo color correction.
- The use of image and videos as didactic materials is required.
- Avail computer installed with adobe Photoshop with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the activity and request learners to respond to the following questions:

- i. Provide a description of Photo color correction

Step 2: Asks any learner to write answers provided on flipchart/paper.

Step 3: Asks learners to discuss the provided answer and choose correct answers.

Step 4: Provides expert view and clarifies ideas by using didactic materials.

Step 5: Address any questions or concerns.

Step 6: Ask trainees to read the key reading 1.4.2 in the trainee manual.



Points to Remember

- **Color correction** in Photoshop involves various methods and techniques to adjust and enhance the colors in an image to achieve a desired look or correct color issues. There are some common methods used in color correction like: adjustment layers, Color Balance adjustment layer, Hue/Saturation adjustment layer, Curves adjustment layer, Eyedropper Tool
- **Procedures to follow:**
 1. **Open Adobe Photoshop:**
 - Launch Photoshop and open the image you need to edit.
 2. **Apply the Cloning Tool:**
 - Select the Clone Stamp Tool from the Toolbar.
 - Alt-click (Windows) / Option-click (Mac) to sample the source area, then paint over the area you want to clone.
 3. **Use the Content-Aware Tool:**
 - Select the area you want to remove using a selection tool like the Lasso Tool.
 - Go to Edit > Fill, choose Content-Aware, and click OK to let Photoshop fill the area intelligently.
 4. **Use the Spot Healing Brush Tool:**
 - Select the Spot Healing Brush Tool from the Toolbar.
 - Simply click or drag over the imperfections or spots you want to remove, and Photoshop will blend the area with surrounding pixels.
 5. **Use the Healing Brush Tool:**
 - Select the Healing Brush Tool from the Toolbar.
 - Alt-click (Windows) / Option-click (Mac) to sample a clean area, then paint over the area you want to correct, allowing Photoshop to blend the texture and color.
 6. **Apply the Patch Tool:**
 - Select the Patch Tool from the Toolbar.
 - Draw a selection around the area you want to correct, then drag the selection to a clean part of the image to replace the area.
 7. **Use Dodge and Burn Tools:**
 - Select the Dodge Tool to lighten areas or the Burn Tool to darken areas from the Toolbar.
 - Adjust the brush size and exposure, then paint over the areas you want to lighten or darken.
 8. **Adjust Exposure Compensation:**
 - Go to Image > Adjustments > Exposure.

- Adjust the exposure, offset, and gamma correction sliders to correct the brightness and contrast of the image.

9. Perform Color Correction:

- Go to Image > Adjustments > Color Balance.
- Adjust the sliders for shadows, midtones, and highlights to correct or enhance the colors in your image.

10. Use Levels Adjustment:

- Go to Image > Adjustments > Levels.
- Move the black, gray, and white sliders to adjust the image's brightness and contrast.

11. Apply Curves Adjustment:

- Go to Image > Adjustments > Curves.
- Click on the curve to add points and adjust the brightness and contrast of specific tonal ranges within the image.

12. Apply Auto Tone:

- Go to Image > Auto Tone.
- Photoshop automatically adjusts the tonal values for the best overall contrast and color balance.

13. Save Your Work:

- Regularly save your progress using Ctrl+S (Windows) / Cmd+S (Mac) and save the final document in your desired format, such as PSD, JPEG, or PNG.



Practical Activity 1.4.3: Retouch and adjust a photo



Notes to the trainer

- This activity should take place in the computer lab
- Avail computer installed with adobe Photoshop with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the topic and ask trainees do the task described below:

As a Designer you are asked to retouch and adjust the image below

Before

After



by using the following tools: cloning tool, content aware tool, spot healing brush tool, healing brush tool, patch tool, dodge and burn tools, exposure compensation, color correction, Levels, Curves, auto tone. This task should be done individually.

- Step 2:** Explain the task and provide clear work instruction.
- Step 3:** While demonstrating, explain the steps to follow.
- Step 4:** Asks learners to apply color correction and monitor the procedures.
- Step 5:** Verify whether cloning tool, content aware tool, spot healing brush tool, healing brush tool, patch tool, dodge and burn tools, exposure compensation, color correction, Levels, Curves, auto tone are used
- Step 6:** Ask trainees to read key reading 1.4.3
- Step 7:** Ask trainees to perform the task provided in application of learning 1.4.



Application of learning 1.4

You have captured a beautiful sunset portrait, but the harsh light has created unwanted shadows and blemishes. Additionally, you have a treasured vacation photo with a distracting element that needs to be removed. Your task is to remove those shadows and imperfections to prepare the photos for posting.

The Original Image

After



Checklist

SN	Criteria	Indicators	Yes	No
1	Photos are well adjusted and retouched	1.1 Cloning tool are used		
		1.2 Content aware tool are used		
		1.3 Spot healing brush tool are used		
		1.4 Healing brush tool are used		
		1.5 Patch tool are used		
		1.6 Dodge and burn tool are used		
		1.7 Exposure compensation are applied		
		1.8 Color correction are applied		
		1.9 levels are applied		
		1.10 Curves are applied		
		1.11 Auto tone are Applied		



Indicative content 1.5: Apply Typography



Duration: 4 hrs



Theoretical Activity 1.5.1: Description typography



Notes to the trainer:

- While delivering this content, a small group can be used for describing typography.
- The use of images and videos as didactic materials is required.



Key steps:

While delivering this activity, pass through the following steps:

Step1: Introduce the activity and request learners to respond to the following questions:

- What do you understand in typography?
- What are the five main types of typefaces?

Step 2: Monitor the activity

Step 3: Ask learners to presents their findings

Step 4: Provides expert view and clarifies ideas by using didactic materials.

Step 5: Address any questions or concerns.

Step 6: Ask learners to read the key reading 1.5.1 in the trainee manual.



Points to Remember

- In typography, there are five main categories of typefaces, each with its unique characteristics and styles. Here are the main types of typefaces like: serif, sans-serif, script, monospaced, and display.



Practical Activity 1.5.2: Use typography



Notes to the trainer

- This activity should take place in the computer lab
- Avail computer installed with adobe Photoshop with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

- Step 1:** Introduce the topic and ask trainees do the task described below:
As a graphic designer, you are asked to go to the computer lab to use fonts and typefaces, Size and measurements of types and combine typefaces used in typography.
- Step 2:** Explain the task and provide clear work instruction.
- Step 3:** Demonstrate how to apply typography. While demonstrating, explain the steps to follow.
- Step 4:** Asks learners to apply typography and monitor the procedures.
- Step 5:** Verify whether fonts and typefaces, Size and measurements of types and combining typefaces are properly applied.
- Step 6:** Ask trainees to read key reading 1.5.2.
- Step 7:** Ask trainees to perform the task provided in application of learning 1.5.



Points to Remember

- To use typography, start by creating texts by:

Step 1: Select the Type Tool.

Step 2: Click on the canvas where you want to add text.

Step 3: Type your text.

Step 4: Change the font and font size using the Character panel.

Step 5: Move and resize the text using the Move Tool and the Free Transform Tool.

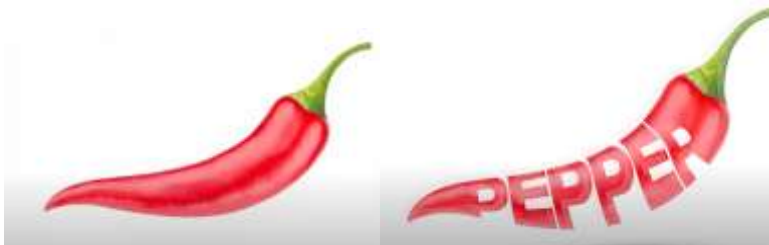


Application of learning 1.5

You have created a stunning image in Photoshop, but it feels incomplete without the perfect text overlay. Maybe it's a motivational quote for a social media post, a playful caption for a personal project. Now you are requested to add captions to the image so that it can be more interesting.

Original

After



Checklist

SN	Criteria	Indicators	Yes	No
1	Typography is well applied	1.1 Font and typefaces are used		
		1.2 typefaces are combined		
		1.3 Size and measurement are used		



Indicative content 1.6: Transform Photo



Duration: 3 hrs



Theoretical Activity 1.6.1: Description of photo transformation



Notes to the trainer:

- While delivering this content, a small group can be used for describing photo transformation.
- The use of images and videos as didactic materials is required.



Key steps:

While delivering this activity, pass through the following steps:

Step1: Introduce the activity and request learners to respond to the following questions:

- a) Define photo transforming
- b) Provide an explanation of photo transformation tools

Step 2: Monitor the activity

Step 3: Ask learners to presents their findings

Step 4: Provides expert view and clarifies ideas by using didactic materials.

Step 5: Address any questions or concerns.

Step 6: Ask learners to read the key reading 1.5.1 in the trainee manual.



Points to Remember

- Transformation tools in Adobe Photoshop offer a wide range of features to manipulate and enhance images.
- ✓ **Using perspective** Go to edit>Transform>Perspective>drag and drop the corner handles>Accept the changes.
- ✓ **Using wrap:** Select your text layer, go to Edit > Transform > Warp, and then choose a warp style from the dropdown menu.

- ✓ **Using rotate:** Select the layer or object you want to rotate>Go to Edit > Free Transform (Ctrl+T or Cmd+T)> Move your cursor outside the bounding box, and it will turn into a curved double-sided arrow>Click and drag to rotate the layer. Hold Shift to constrain rotation to 15-degree increments.
- ✓ **Using flip:** Go to Edit > Transform > choose the flip option you want



Practical Activity 1.6.2: Use photo transformation tools



Notes to the trainer

- This activity should take place in the computer lab
- Avail computer installed with adobe Photoshop with the latest version.



While delivering this activity, pass through the following steps:

Step 1: Introduce the topic and ask trainees do the task described below:

As a graphic designer, you are assigned to visit the computer lab to utilize various photo transformation tools like Scale, Distort, Skew, Perspective, Warp, Rotate, and Flip. This task should be done individually.

Step 2: Explain the task and provide clear work instruction.

Step 3: Demonstrate how to use the Transformation tools. While demonstrating, explain the steps to follow.

- Step 1:** Asks learners to use transformation tools and monitor the procedures.
- Step 2:** Verify whether Scale, Distort, Skew, Perspective, Warp, Rotate, and Flip. are properly used.
- Step 3:** Ask trainees to read key reading 1.6.2
- Step 4:** Ask trainees to perform the task provided in application of learning 1.6.



Application of learning 1.6

You are a photographer specializing in portrait photography, and you've just finished a photoshoot for a client's professional headshots. While you captured some great shots, you know that a bit of post-processing can elevate the images to the next level. To enhance the portraits and deliver stunning results to your client, you decide to utilize photo transformation tools in Adobe Photoshop.

Checklist

SN	Criteria	Indicators	Yes	No
1	Photos are well Transformed	1.1 Scale are used		
		1.2 Distort are used		
		1.3 Skew are used		
		1.4 Perspective are used		
		1.5 Wrap are used		
		1.6 Rotate are used		
		1.7 Flip are applied		



Learning outcome 1 end assessment

Written assessment

1. What is the difference between a clipping mask and a regular layer mask?
 - a) A clipping mask uses the contents of one layer to determine the visibility of another layer.
 - b) A regular layer mask uses a grayscale image to control the opacity of a layer.
 - c) There is no difference between a clipping mask and a regular layer mask.
 - d) A clipping mask is more powerful than a regular layer mask.

Answer: a) A clipping mask uses the contents of one layer to determine the visibility of another layer.

2. What does merging layers do?
 - a) It combines two or more layers into a single layer.
 - b) It creates a new layer that is a copy of the selected layer.
 - c) It allows you to resize an image or layer.
 - d) It allows you to apply adjustments to the layers below it.

Answer: a) It combines two or more layers into a single layer.

3. Match the Arrangement Method with its Description

Arrangements	Descriptions
1. Cascade	A. Displays each document in a separate window.
2. Tile	B. Stacks the documents so that each title bar is visible, allowing easy switching between documents.
3. Float in Window	C. Arranges documents side by side within the main window, allowing you to see all open documents at once
4. Consolidate all to tabs	D. Combines all open document into a single tabbed window, marking it easy to switch between them by clicking on the tabs.

Answer:

- | | |
|----|----|
| 1. | B. |
| 2. | C. |
| 3. | A. |
| 4. | D. |

4. Answer True or False,

- a. Guides and Grids help align elements accurately in Photoshop?

True

- b. The Ruler tool can be used to measure the distance between two points on your canvas.

True:

- c. Smart Guides automatically align objects and provide spacing information as you move elements around the canvas.

True:

- d. The Eyedropper tool is used for drawing straight lines accurately.

False:

- e. The Snap to Grid feature ensures that objects align perfectly with the grid when moved or resized.

True:

- f. Using Layer Styles like shadows and glows can help with the accuracy of your design by providing visual depth.

False:

- g. Photoshop's Pen tool is essential for creating precise paths and shapes.

True:

- h. The Transform tool cannot be used to scale objects proportionally.

False: The Transform tool can be used to scale objects both proportionally and non-proportionally by holding the Shift key.

Practical assessment

X-RAY HIGH TECH, an advertising company based in Musanze city, hired DM Design in 2022 to edit high-quality images for billboards, but the results were deemed substandard. Now, as an expert in image manipulation, you are tasked with enhancing product images for an upcoming e-commerce campaign featuring high-end electronic gadgets. Your goal is to create visually striking and polished photos that highlight the products' features and attract potential buyers. This involves using advanced Photoshop techniques to ensure the images meet the brand's high standards and captivate the target audience.

Checklist

SN	Criteria	Indicators	Yes	No
1	Photoshop workspace is properly arranged	1.1 Interface elements are arranged		
		1.2 Preferences are set		
		Image document is created		
		1.3 Images are imported		
		1.4 Photoshop projects are saved		
2	Unwanted elements are clearly removed	2.1 Crop tool is used		
		2.2 Selection tools are used		
		2.3 Eraser tool is used		
		2.4 Layer masks are created		
		2.5 Images are resized		
3	Layers are well managed	3.1 Layers are created		
		3.2 Layers are grouped		
		3.3 Layers are rotated		
		3.4 Layers are aligned		
		3.5 Layer masks are created		
		3.6 Blending modes are applied		
4	Image are clearly retouched	4.1 Cloning tool is used		
		4.2 Content aware tool is used		
		4.3 Spot healing brush tool is used		
		4.4 Patch tool is used		
		4.5 Dodge and burn tools are used		
		4.6 Exposure is applied		

		4.7 Color correction is applied		
5	Typography is properly applied	5.2 Typefaces are used		
		5.3 Typefaces are combined		
		5.4 Measurements of types are used		
6	Images are properly transformed	6.1 Images are scaled		
		6.2 Images are distorted		
		6.3 Perspective is applied		
		6.4 Images are rotated		
		6.5 Images are flipped		

END



Further information to the trainer

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Indicative contents

2.1 Description of workspace

2.2 Create vector paths

2.3 Design shapes

2.4 Description of brand identity

2.5 Design infographics

Key Competencies for Learning Outcome 2 : Manipulate Graphics with Adobe Illustrator

Knowledge	Skills	Attitudes
<ul style="list-style-type: none">● Description of workspace in adobe illustrator● Description of vector paths in adobe illustrator● Explanation of basic shapes in adobe illustrator● Explanation of object transformation in adobe illustrator● Explanation of colors in adobe illustrator● Description of adobe illustrator tools● Description of adobe illustrator panels● Description of brand identity● Description of infographics in adobe illustrator	<ul style="list-style-type: none">● Creating vector paths in adobe illustrator● Creating shapes in adobe illustrator● Applying fill and stroke colors● Using adobe illustrator tools● Using and Manage adobe illustrator panels● Managing adobe illustrator panels● Creating brand identity● Designing infographics	<ul style="list-style-type: none">● Being Patient● Being Critical thinker● Being Practical oriented●



Duration: 40 hrs

Learning outcome 2 objectives:



By the end of the learning outcome, the trainees will be able to:

1. Describe clearly adobe illustrator workspace based on project goal
2. Explain clearly vector paths and shapes as found in adobe illustrator based on project goal
3. Describe clearly brand identity and infographics as used in company branding based on project requirements
4. Use effectively adobe illustrator workspace elements based on project goal
5. Design properly shapes and paths as done in adobe illustrator based on project goal
6. Transform properly objects in adobe illustrator based on the project goal
7. Design properly infographics as done in graphic design based on project requirements.



Resources

Equipment

- Computer
- Projector

Tools

- Adobe Illustrator

Materials

- N/A



Advance Preparation:

Before delivering this learning outcome, you are recommended to:

- Avail computer installed with Adobe Illustrator.
- Have sample graphics ready to use as examples for demonstrating manipulation techniques.
- Prepare sample images and Videos to be used as didactic materials.



Indicative content 2.1: Description of Workspace



Duration: 8 hrs



Theoretical Activity 2.1.1: Description of Workspace



Notes to the trainer:

- While delivering this content, a small group can be used for describing interface elements in Adobe Illustrator.
- The use of videos as didactic materials is required.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the activity and request learners to respond to the following questions:

- a) What do you understand about workplace?
- b) Provide a description of the elements found in the workspace of Adobe Illustrator?

Step 2: Ask learners to present their findings

Step 3: Provides expert view and clarifies ideas by using didactic materials.

Step 4: Address any questions or concerns.

Step 5: Ask learners to read the key reading 2.1.1 in the trainee manual.



Points to Remember

- The workspace in Adobe Illustrator consists of various elements that provide users with tools and features to create and edit vector graphics.
- **These elements include** Menus, Panels, Toolbar, undo command, Preferences, Keyboard shortcuts.



Theoretical Activity 2.1.2: Description of artboards and layers



Notes to the trainer:

- While delivering this content, a small group can be used.
- The use of images and videos as didactic materials is required.



Key steps:

While delivering this activity, pass through the following steps:

- Step 1:** Engage learners in groups formulation
- Step 2:** Introduce the activity and request learners to respond to the following questions:
- i. What do you understand about artboard?
 - ii. Provide an explanation of artboard and Layers in Adobe Illustrator?
- Step 3:** Monitor the activity
- Step 4:** Ask learners to presents their findings
- Step 5:** Provides expert view and clarifies ideas by using didactic materials.
- Step 6:** Address any questions or concerns.
- Step 7:** Ask learners to read the key reading 2.1.2 in the trainee manual.



Points to Remember

- Artboards in Adobe Illustrator serve as individual workspaces within a document where users can create and design their artwork. They can be customized in size, orientation, and arrangement to fit specific design needs.
- Layers in Adobe Photoshop are essential organizational tools that allow users to separate and work on different elements of an image independently.



Practical Activity 2.1.3: Use of Workspace elements



Notes to the trainer

- This This activity should take place in the computer lab
- Avail computer installed with Adobe Illustrator with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

- Step 1:** Introduce the topic and ask trainees read the task described below:
- i. As a graphic designer, you are asked to go to the computer lab to Select menus, arrange panels, Selecting and customizing toolbar, use undo command and history panel, Set preferences, use keyboard shortcuts in Adobe Illustrator.
- Step 2:** Explain the task and provide clear work instruction.
- Step 3:** Demonstrate how to use workspace elements. While demonstrating, explain the steps to follow.
- Step 4:** Asks learners to use workspace elements and monitor the procedures.
- Step 5:** Verify whether menus, panels, toolbar, undo command, preferences, keyboard shortcuts are properly performed.
- Step 6:** Ask trainees to read key reading 2.1.3.
- Step 7:** Ask trainees to perform the task provided in application of learning 2.1.



Points to Remember

- To select and customize the toolbar:
Open Adobe Illustrator and go to the "Window" menu.
Select "Workspace" to view a list of available workspaces, such as Essentials, Typography, or Advanced.
- Customizing the Toolbar:
Click on the small double-arrow icon at the bottom of the toolbar to enter the customization mode.
In the customization mode, you can see the entire toolbar with icons and tools.
To add a tool to the toolbar, drag it from the Tools panel (found in the left sidebar) to the toolbar.
To remove a tool, drag it out of the toolbar to the Tools panel.



Practical Activity 2.1.4: Use artboards



Notes to the trainer

- This activity should take place in the computer lab
- Avail computer installed with Adobe Illustrator with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the topic and ask trainees read the task described below:

- i. As a graphic designer, you are asked to go to the computer lab to create a project in adobe illustrator, customise artboard, create multi artboard document, Arrange the artboards panel, Modify and save a project in adobe illustrator.

Step 2: Explain the task and provide clear work instruction.

Step 3: Demonstrate how to use Artboard. While demonstrating, explain the steps to follow.

Step 4: Asks learners to use artboard and monitor the procedures.

Step 5: Verify whether creating a project in adobe illustrator, customizing artboard, creating multi artboard document, arranging the artboards panel, Modifying and saving a project in adobe illustrator are properly performed.

Step 6: Ask trainees to read key reading 2.1.4.

Step 7: Ask trainees to perform the task provided in application of learning 2.1.



Points to Remember

- Creating a project in Adobe Illustrator

Launch Adobe Illustrator and open the New Document dialog box.

Select a category (Print, Web, or Mobile) and customize document settings.

Click the "Create" button to create your new project.

- **Customizing artboards**

Step 1: Select the artboard you want to customize.

Step2: Open the Properties panel and adjust artboard properties (size, orientation, background color, etc.).

Step 3: Repeat steps for additional artboards.



Practical Activity 2.1.5: Use layers



Notes to the trainer

- This activity should take place in the computer lab
- Avail computer installed with Adobe Illustrator with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the topic and ask trainees read the task described below:

As a graphic designer, you are asked to go to the computer lab to use the layer panel, Create, edit layers and sublayers, Move layers, Merge layer, Arrange layers in adobe illustrator.

Step 2: Explain the task and provide clear work instruction.

Step 3: Demonstrate how to use Artboard. While demonstrating, explain the steps to follow.

Step 4: Asks learners to use layers and monitor the procedures.

Step 5: Verify whether using the layer panel, Creating, editing layers and sublayers, Moving layers, merging layer, arranging layers are properly performed.

Step 6: Ask trainees to read key reading 2.1.5.

Step 7: Ask trainees to perform the task provided in application of learning 2.1.



Points to Remember

- **To access layers panel:** Window > Layers or by using the keyboard shortcut F7
- **To create a new layer:** Click the "Create New Layer" button at the bottom of the Layers panel.
- **To create a sublayer:** drag and drop an existing layer onto another layer. The sublayer will be indented below the parent layer.
- **To rename a layer:** To rename a layer, double-click the layer's name in the Layers panel and type in the desired name.



Application of learning 2.1.

You are a graphic designer tasked with creating a series of social media graphics for a client's marketing campaign. The client has provided you with a collection of product images and branding assets to incorporate into the designs. To efficiently manage the project, you decide to leverage artboards and layers in Adobe Illustrator. Which is look like this Image



Checklist

SN	Criteria	Indicators	Yes	No
1	Workspace is well described	1.1 workspace element are used		
		1.2 Artboards are used		
		1.3 Layers are used		



Indicative content 2.2: Create Vector Paths



Duration: 8 hrs



Theoretical Activity 2.2.1: Description of vector paths



Notes to the trainer:

- While delivering this content, a small group can be used for describing Vector paths.
- The use of videos as didactic materials is required.



Key steps:

While delivering this activity, pass through the following steps:

- Step 1:** Engage learners in groups formulation
- Step 2:** Introduce the activity and request learners to respond to the following questions:
- What do you understand in Vector paths?
 - Provide an explanation of tools used in vector paths
- Step 3:** Monitor the activity
- Step 4:** Ask learners to presents their findings
- Step 5:** Provides expert view and clarifies ideas by using didactic materials.
- Step 6:** Address any questions or concerns.
- Step 7:** Ask learners to read the key reading 2.2.1 in the trainee manual.



Points to Remember

- Tools used in creating vector paths in Adobe Illustrator are essential for precise and intricate design work. These tools commonly used in working with vector paths including: Pen Tool, Control handles, Selection tool, Scale tool, rotate tool, Direct Selection tool.



Practical Activity 2.2.2: Create vector paths



Notes to the trainer

- This activity should take place in the computer lab
- Avail computer installed with Adobe Illustrator with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

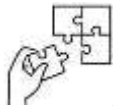
- Step 1:** Introduce the topic and ask trainees do the task described below:
- i. As a graphic designer, you are asked to go to the computer lab to use Path types, Pen tool, control handles, selection tool, scale tool, rotate tool, direct selection tool in adobe illustrator.
- Step 2:** Explain the task and provide clear work instruction.
- Step 3:** Demonstrate how to create vector paths. While demonstrating, explain the steps to follow.
- Step 4:** Asks learners to create vector paths and monitor the procedures.
- Step 5:** Verify whether Path types, Pen tool, control handles, selection tool, scale tool, rotate tool, direct selection tool used in vector paths are properly used.
- Step 6:** Ask trainees to read key reading 2.1.5.
- Step 7:** Ask trainees to perform the task provided in application of learning 2.1.



Points to Remember

- **Creating Open Paths:** use the Pen tool to draw open paths>Hold the Shift key while dragging to create straight lines>Click and drag to add anchor points>Click and drag control handles to adjust curvature.
- **Creating Closed Paths:** use the Pen tool to draw closed paths>Double-click the starting point to close an open path>Double-click the endpoint to open a closed path.

- **Converting Paths:** use the Direct Selection tool to convert paths>Double-click the starting point to convert an open path to a closed path>Double-click the endpoint to convert a closed path to an open path.



Application of learning 2.2.

You are a graphic designer tasked with creating a logo for a new client's business. They've provided you with a rough sketch of their vision, and now it's your job to bring it to life using vector paths in Adobe Illustrator.

Use this Image

Final Logo



Checklist

SN	Criteria	Indicators	Yes	No
1	Photo are well adjusted and retouched	1.1 Path types are used		
		1.2 pen tool are used		
		1.3 Control handles are used		
		1.4 Selection tool are used		
		1.5 Scale tool are used		
		1.6 Rotate tool are used		
		1.7 Direct selection tool are used		



Indicative content 2.3: Design Shapes



Duration: 8 hrs



Theoretical Activity 2.3.1: Description of basic shapes



Notes to the trainer:

- While delivering this content, a small group can be used for describing basic shapes.
- The use of images and videos as didactic materials is required.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the activity and request learners to respond to the following questions:

- I. Could you provide a description of basic shapes?
- II. Can you provide an explanation of object orientation?
- III. Can you provide an explanation of:
 - a) fill and strokes
 - b) swatches and color panel
 - c) Opacity
 - d) Type tools
 - e) Character style panel

Step 2: Asks any learner to write answers provided on flipchart/paper.

Step 3: Asks learners to discuss the provided answer and choose correct answers.

Step 4: Provides expert view and clarifies ideas by using didactic materials.

Step 5: Address any questions or concerns.

Step 6: Ask trainees to read the key reading 2.3.1 in the trainee manual.



Points to Remember

- Basic shapes in Adobe Illustrator are fundamental building blocks for creating various designs and illustrations. There are common basic shapes available in Illustrator like: lines, curves, spirals, rectangles, ellipses, polygons, and stars.



Practical Activity 2.3.2: Drawing basic shapes



Notes to the trainer

- This activity should take place in the computer lab
- Avail computer installed with Adobe Illustrator with the latest version.

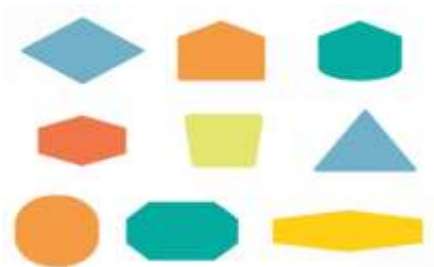


Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the topic and ask trainees read the task described below:

- As a graphic designer, you are asked to go to the computer lab to draw basic shapes such as lines, curves, spirals, rectangles, ellipses, polygons, stars and use Pencil tool for freehand drawing in adobe illustrator.



Step 2: Explain the task and provide clear work instruction.

Step 3: Demonstrate how to draw basic shapes. While demonstrating, explain the steps to follow.

Step 4: Asks learners to draw basic shapes and monitor the procedures.

Step 5: Verify whether lines, curves, spirals, rectangles, ellipses, polygons, stars, Pencil tool for freehand drawing are properly used.

Step 6: Ask trainees to read key reading 2.3.2

Step 7: Ask trainees to perform the task provided in application of learning 2.3.



Points to Remember

- **To draw a line:** Select the Line tool>Click and drag on the canvas>Release the mouse button.
- **To draw curves:** Select the Pen tool>Click to create anchor points>Drag to create curves> Release the mouse button.
- **To draw spiral:** Select the Spiral tool>Click to set the center point>Drag to set the radius and angle> Release the mouse button.



Practical Activity 2.3.3: Manipulation of colors and texts



Notes to the trainer

- This activity should take place in the computer lab
- Avail computer installed with Adobe Illustrator with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the topic and ask trainees to read the task described below:

- i. As a graphic designer, you are asked to go to the computer lab to add fill color, create and use gradient, add strokes to objects, use swatches, color and character style panel, pick color, use type tools and type command, use opacity, type around objects, Type onto path and Convert text into path in adobe illustrator. The Image will be like this



Step 2: Explain the task and provide clear work instruction.

Step 3: Demonstrate how to manipulate colors and texts. While demonstrating, explain the steps to follow

Step 4: Asks learners to manipulate colors and texts and monitor the procedures.

Step 5: Verify whether fill color, gradient, strokes to objects, swatches, color and character style panel, type tools, opacity are properly performed.

Step 6: Ask trainees to read key reading 2.3.2.

Step 7: Ask trainees to perform the task provided in application of learning 2.3.



Points to Remember

- **To add color fill:** Select the object>choose the desired color>apply the fill.
- **To create and use gradient fills:** Select the object>open the Gradient Panel>choose a gradient type>define gradient stops>adjust color and position of gradient stops>apply the gradient fill.
- **To add strokes to objects:** Select the object>open the Stroke Panel>choose a stroke style>adjust stroke weight, miter limit, corner join, and round join,>choose a stroke color>apply the stroke.



Application of learning 2.3.

You are a graphic designer working on a project to create a series of icons for a mobile app. The client has provided you with a list of icons they need, ranging from basic geometric shapes to more intricate symbols representing specific actions and functions within the app. To tackle this task efficiently, you decide to leverage Adobe Illustrator's shape tools and design capabilities.

The Icon will be like this



Checklist

SN	Criteria	Indicators	Yes	No
1	Shapes are well Designed	1.1 Paths and shapes are modified		
		1.2 Objects are Transformed		
		1.3 Fills and strokes are manipulated		
		1.4 Swatches panel are used		
		1.5 Color panel are used		
		1.6 Color from image are picked		
		1.7 Opacity are used		
		1.8 Type tool are used		
		1.9 Type command are used		
		1.10 Character style panel are used		
		1.11 Type around objects are flowed		
		1.12 Type onto path are sated		
		1.11 Text into path are Converted		



Indicative content 2.4: Description of Brand Identity



Duration: 8 hrs



Theoretical Activity 2.4.1: Description of brand identity



Notes to the trainer:

- While delivering this content, a small group can be used for describing infographics.
- The use of images and videos as didactic materials is required.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the activity and request learners to respond to the following questions:

- What do you understand about?
 - Brand
 - Brand identity
 - Brand icon
 - Logo
- Can you provide an explanation of brand identity guidelines?

Step 2: Asks any learner to write answers provided on flipchart/paper.

Step 3: Asks learners to discuss the provided answer and choose correct answers

Step 4: Provides expert view and clarifies ideas by using didactic materials.

Step 5: Address any questions or concerns.

Step 6: Ask trainees to read the key reading 2.4.1 in the trainee manual.



Points to Remember

- In Adobe Illustrator, designers can create and manipulate various visual elements to build a brand identity. There are key elements of brand identity that can be developed using Adobe Illustrator like: Brand, values, Brand mission, Brand vision, Visual elements.



Indicative content 2.5. Design Infographics



Duration: 8hrs



Theoretical Activity 2.5.1: Description of infographics



Notes to the trainer:

- While delivering this content, a small group can be used for describing infographics.
- The use of videos as didactic materials is required.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the activity and request learners to respond to the following questions:

- i. Could what do you understand about infographics?
- ii. Can you provide an explanation of?
 - a) Icon
 - b) Logo
 - c) Web banners
 - d) Flayer
- iii. Could you provide a description of design principles?

Step 2: Asks any learner to write answers provided on flipchart/paper.

Step 3: Asks learners to discuss the provided answer and choose correct answers

Step 4: Provides expert view and clarifies ideas by using didactic materials.

Step 5: Address any questions or concerns.

Step 6: Ask trainees to read the key reading 2.5.1 in the trainee manual.



Points to Remember

- Design principles in Adobe Illustrator encompass a range of concepts and techniques that guide the creation of visually appealing and effective artwork.
- **These principles include** balance, contrast, Emphasis, Proportion, Hierarchy, Movement, Pattern, White space, Unity.



Practical Activity 2.5.2: Creation of a brand identity and icons



Notes to the trainer

- This activity should take place in the computer lab
- Avail computer installed with Adobe Illustrator with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

- Step 1:** Introduce the topic and ask trainees to read the task described below:
- As a graphic designer, you are asked to go to the computer lab to Create a Brand Identity Guideline, create Icons, add Shine Effect, add Gloss, add Texture, add Beveled Edges in adobe illustrator.
- Step 2:** Explain the task and provide clear work instruction.
- Step 3:** Demonstrate how to create a brand identity guideline and icons. While demonstrating, explain the steps to follow.
- Step 4:** Asks learners to create a brand identity guideline, icons and monitor the procedures.
- Step 5:** Verify whether Brand Identity Guideline, Icons, Shine Effect, Gloss, Texture, Beveled Edges are properly performed.
- Step 6:** Ask trainees to read key reading 2.5.2.
- Step 7:** Ask trainees to perform the task provided in application of learning 2.5.



Points to Remember

- Creating Icons in Adobe Illustrator
 - Sketching Ideas
 - Using Basic Shapes
 - Applying Color Association
 - Adding Shine, Gloss, Shadow, Texture, Beveled Edges, 3D, and Transparency Effects:
Add details to make icons look more realistic and appealing.



Practical Activity 2.5.3: Creation of a logo



Notes to the trainer

- This activity should take place in the computer
- Avail computer installed with Adobe Illustrator with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the topic and ask trainees do the task described below:

- As a graphic designer, you are asked to go to the computer lab to Use design considerations, select types, use basic shapes, select a logo motif, apply effects and vectors, use black and white alterations in adobe illustrator.

Like this



Step 2: Explain the task and provide clear work instruction.

Step 3: Demonstrate how to create a logo. While demonstrating, explain the steps to follow.

Step 4: Asks learners to create a logo and monitor the procedures.

Step 5: Verify whether design considerations, types, basic shapes, a logo motif, effects and vectors, black and white alterations used in Logo creation are properly performed.

Step 6: Ask trainees to read key reading 2.5.3.

Step 7: Ask trainees to perform the task provided in application of learning 2.5.



Points to Remember

- To create a logo in adobe illustrator, follow these steps:
 - a) Create a new document with desired size.
 - b) Choose a tool for drawing (Pen, Shape, Brush).
 - c) Draw the logo using the chosen tool.
 - d) Fill with colour using Fill or Gradient tool.
 - e) Add text with Text or Type tool.
 - f) Save as PNG or JPEG.



Practical Activity 2.5.4: Creation of a web banner



Notes to the trainer

- This activity should take place in the computer lab.
- Avail computer installed with Adobe Illustrator with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

Step 1: Introduce the topic and ask trainees to read the task described below:

- i. As a graphic designer, you are asked to go to the computer lab to apply web-based types, Sketch blueprints, select formats, Select sizes in adobe illustrator.



Step 2: Explain the task and provide clear work instruction.

Step 3: Demonstrate how to create a web banner. While demonstrating, explain the steps to follow.

- Step 4:** Asks learners to create a web banner and monitor the procedures.
- Step 5:** Verify whether web-based types, blueprints, formats, sizes used in web banner creation are properly performed.
- Step 6:** Ask trainees to read key reading 2.5.4.
- Step 7:** Ask trainees to perform the task provided in application of learning 2.5.



Points to Remember

- To create a web-based banner, follow these steps:
Create a New Document>Set the Document Size>Choose a Background>Add Text>Add Images>Save the Banner>Save the banner



Practical Activity 2.5.5: Create a flyer



Notes to the trainer

- This activity should take place in the computer lab
- Avail computer installed with Adobe Illustrator with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

- Step 1:** Introduce the topic and ask trainees do the task described below:
- i. As a graphic designer, you are asked to make the flyer to be used for advertising the computers by selecting types, select elements, apply graphics and typography, and set standard sizes in adobe illustrator.
- Step 2:** Explain the task and provide clear work instruction.
- Step 3:** Demonstrate how to create a flyer. While demonstrating, explain the steps to follow.
- Step 4:** Asks learners to create a web banner and monitor the procedures.
- Step 5:** Verify whether types, elements, graphics and typography, standard sizes, used in flyer creation are properly performed.
- Step 6:** Ask trainees to read key reading 2.5.5.
- Step 7:** Ask trainees to perform the task provided in application of learning 2.5.



Points to Remember

- To create a web-based banner, follow these steps:

Create a New Document>Set the Document Size>Choose a Background>Add Text>Add Images>Save the Flyer in a compatible format.



Application of learning 2.5

You are a graphic designer working on a project to create a series of icons for a mobile app, logo, web banner and flyers. The client has provided you with a list of icons, logo, web banner and flyers they needs, ranging from basic geometric shapes to more intricate symbols representing specific actions and functions within the app. To tackle this task efficiently, you decide to leverage Adobe Illustrator's shape tools and design capabilities.

Icon

Logo

Web banner

Flyer



Checklist

SN	Criteria	Indicators	Yes	No
1	Infographics are well Designed	1.1 Icon are designed		
		1.2 Logo are designed		
		1.3 Web banner are designed		
		1.4 Flyer are designed		
		1.5 Brand identity guideline are created		
		1.6 Icons are created		
		1.7 Logo are created		
		1.8 web banner are created		
		1.9 Flyer are created		
		1.10 Effects by combining types are applied		



Learning outcome 2 end assessment

Written assessment

Q1. Choose the correct answer corresponding to the right answer

1. Which panel in Adobe Illustrator allows you to manage and organize layers in your document?

A) Swatches Panel

B) Layers Panel

C) Brushes Panel

D) Artboards Panel

Answer: B) Layers Panel

2. What is the primary function of the Toolbar in Adobe Illustrator?

A) To provide access to different panels

B) To display the color options for the document

C) To offer various tools for creating and editing artwork

D) To control the zoom level of the Document Window

Answer: C) To offer various tools for creating and editing artwork

3. Which element in Adobe Illustrator is used to define the boundaries and layout of your design?

A) Document Window

B) Artboard

C) Control Panel

D) Tools Panel

Answer: B) Artboard

4. The Control Panel in Adobe Illustrator primarily displays:

- A) The color options for your design
- B) The tools available for editing paths
- C) Contextual options for the selected tool or object
- D) The different layers in your document

Answer: C) Contextual options for the selected tool or object

5. Which panel would you use to change the color fills and strokes of your objects in Adobe Illustrator?

- A) Layers Panel
- B) Color Panel
- C) Pathfinder Panel
- D) Symbols Panel

Answer: B) Color Panel

Q2. Answer True or False

- a) **True or False:** The Layers Panel in Adobe Illustrator allows you to manage and organize different layers of your artwork.

Answer: True

- b) **True or False:** The Toolbar in Adobe Illustrator provides access to a wide range of tools used for editing and creating artwork.

Answer: True

- c) **True or False:** The Artboard in Adobe Illustrator acts as a placeholder for your artwork, defining the printable area of your design.

Answer: True

- d) **True or False:** The Control Panel in Adobe Illustrator displays all the available tools and panels in the workspace.

Answer: False

- e) **True or False:** The Color Panel in Adobe Illustrator is used to manage the layers and their visibility.

Answer: False

Practical assessment

An urban garden initiative aimed at promoting sustainable living lacks a cohesive brand identity. The initiative needs a graphic designer to create a comprehensive brand identity that includes infographics, icons, a logo, web banners, and flyers. The challenge is to visually communicate the essence of the initiative – sustainable urban gardening – and inspire community participation.

Your task is to create a comprehensive brand identity that includes infographics, icons, a logo, web banners, and flyers. The goal is to communicate the brand's values and encourage the community to adopt a more sustainable lifestyle.

Checklist/Solution for application

SN	Criteria	Indicators	Yes	No
1	Adobe illustrator workspace is well arranged	1.1 Menus are selected		
		1.2 Panels are arranged		
		1.3 Toolbar is customized		
		1.4 Preferences are set		
		1.5 Keyboard shortcuts are used		
2	Artboards are properly created	2.1 A new project is created		
		2.2 Artboards are customized		
		2.3 Multi artboard documents are created		
		2.4 Artboards are arranged		
		2.5 Project is well saved		
3	Layers are properly used	3.1 Layer panel is used		
		3.2 Sublayers are created		
		3.3 Layers are merged		

		3.4 Layers are arranged		
4	Vector paths are well created	4.1 Path types are used		
		4.2 Pen tool is used		
		4.3 Control handles are used		
		4.4 Selection tool is used		
		4.5 Rotate tool is used		
		4.6 Direct selection tool is used		
5	Shapes are properly designed	5.1 Lines and curves are drawn		
		5.2 Spirals are drawn		
		5.3 Rectangles are drawn		
		5.4 Ellipse are drawn		
		5.5 Stars are drawn		
		5.6 Shapes are modified		
		5.7 Paths are modified		
		5.8 Objects are transformed		
		5.9 Fills and strokes are manipulated		
		5.10 Color swatches are used		
		5.11 Color panel is used		
		5.12 Opacity is applied		
		5.13 Type tools are used		
		5.14 Texts are converted into path		
6	Infographics are properly designed	6.1 Icons are created		
		6.2 Logo is created		
		6.3 Web banner is created		
		6.4 Flayer is created		
		6.5 Effects are applied		



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Learning Outcome 3: Export File






Indicative contents


3.1 Selection of file format

3.2 Selection of the File format

3.3 Export artwork

Key Competencies for Learning Outcome 3 : Export File

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Description of file format • Description of image quality • Explanation of artwork exportation 	<ul style="list-style-type: none"> • Selection of file format • Setting of image quality • Exporting of artwork 	<ul style="list-style-type: none"> • Having Creativity • Being a Problem solver • Having Curiosity • Being Patient • Being collaborate • Having Critical thinking
 <p>Duration: 15 hrs</p>		
<p>Learning outcome 3 objectives:</p>  <p>By the end of the learning outcome, the trainees will be able to:</p> <ol style="list-style-type: none"> 1. Describe properly the types of file format in graphic design based on file usage. 2. Explain clearly image quality as found in graphic design based on its usage 3. Explain clearly artwork exportation in graphic design based on its usage. 4. Manipulate effectively image quality in graphic design based on its usage. 5. Export effectively artwork as done in graphic design based on its usage. 		
 <p>Resources</p>		
Equipment	Tools	Materials

<ul style="list-style-type: none"> • Computer • Projector 	<ul style="list-style-type: none"> • Photoshop 	<ul style="list-style-type: none"> • Whiteboard • Marker pens
<div>  Advance Preparation: </div> <p>Before delivering this learning outcome, you are recommended to:</p> <ul style="list-style-type: none"> • Avail computer installed with Adobe Illustrator and Photoshop. • Have sample graphics ready to use as examples for Exporting the File • Prepare sample Videos to be used as didactic materials. 		



Indicative content 3.1: Selection of File Format



Duration: 5 hrs



Theoretical Activity 3.1.1: Description of file format



Notes to the trainer:

- While delivering this content, a small group can be used for describing of file format.
- The use of videos as didactic materials is required.



Key steps:

While delivering this activity, pass through the following steps:

- Step 1:** Engage learners in groups formulation
- Step 2:** Introduce the activity and request learners to respond to the following questions:
- What do you understand in image file format?
 - What are the various types of image file formats?
 - What are the different purposes or applications of image file formats?
- Step 3:** Monitor the activity
- Step 4:** Ask learners to presents their findings
- Step 5:** Provides expert view and clarifies ideas by using didactic materials.
- Step 6:** Address any questions or concerns.
- Step 7:** Ask learners to read the key reading 3.1.1 in the trainee manual.



Points to Remember

- There are various file formats to save and export images in different ways. These types of file formats are including: PNG (Portable Network Graphics), TIFF (Tagged Image File Format), GIF (Graphics Interchange Format)



Practical Activity 3.1.2: Arrange artwork according to the size requirements



Notes to the trainer

- This activity should take place in the computer lab
- Avail computer installed with Adobe illustrator with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

- Step 1:** Introduce the topic and ask trainees do the task described below:
As a graphic designer, you are asked to go to the computer lab by using the previous task to Arrange artwork according to the size requirements and save as type file formats.
- Step 2:** Explain the task and provide clear work instruction.
- Step 3:** Demonstrate how to arrange artwork according to the size requirements and saving different types of file formats. While demonstrating, explain the steps to follow
- Step 4:** Asks learners to arrange artwork according to the size requirements, saving different types of file formats and monitor the procedures.
- Step 5:** Verify whether the arranging the artwork according to the size requirements and saving as type file formats are properly performed.
- Step 6:** Ask trainees to read key reading 3.1.2.
- Step 7:** Ask trainees to perform the task provided in application of learning 3.1.



Points to Remember

- Arrange artwork according to size requirements:
 - ✓ Define the size requirements
 - ✓ Set the artboard size
 - ✓ Measure and position artwork
 - ✓ Utilize alignment tools
 - ✓ Use guides and grids

- ✓ Preview and adjust



Application of learning 3.1.

You work as a graphic designer for a society tasked with digitizing and archiving a collection of important historical documents dating back several centuries. Your goal is to select file formats that will ensure the long-term preservation and accessibility of these documents for future generations.

Checklist for application

SN	Criteria	Indicators	Yes	No
1	File format are well selected	1.1 File format are described		
		1.2 Artwork are arranged		
		1.3 File format type are saved		



Indicative content 3.2: Set Image Quality



Duration: 5 hrs



Theoretical Activity 3.2.1: Description image quality



Notes to the trainer:

- While delivering this content, a small group can be used
- The use of images and videos as didactic materials is required.



Key steps:

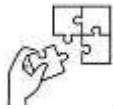
While delivering this activity, pass through the following steps:

- Step 1:** Engage learners in groups formulation
- Step 2:** Introduce the activity and request learners to respond to the following questions:
- What do you understand in image compression?
 - What are the various types of image compression?
 - What are the different techniques of image optimization?
- Step 3:** Monitor the activity
- Step 4:** Ask learners to presents their findings
- Step 5:** Provides expert view and clarifies ideas by using didactic materials.
- Step 6:** Address any questions or concerns.
- Step 7:** Ask learners to read the key reading 3.2.1 in the trainee manual.



Points to Remember

- Image compression is essential for reducing the file size of images without significantly compromising their quality. There are the types of image compression commonly used like: Online Image Optimization Tools, desktop Image Optimization Tools.



Application of learning 3.2.

You work as a web developer for an e-commerce company that specializes in selling high-end cameras and photography equipment. One of the key factors that affect customer satisfaction and sales is the quality of product images displayed on the website. Your task is to optimize the image quality to provide customers with the best possible viewing experience.

Checklist

SN	Criteria	Indicators	Yes	No
1	Image quality are well sated	1.1 Image optimisation tools and programs are identified		
		1.2 Image to scale are Resized		



Indicative content 3.3: Export Artwork



Duration: 5 hrs



Theoretical Activity 3.3.1: Description of an artwork



Notes to the trainer:

- While delivering this content, a small group can be used for describing of an artwork.
- The use of videos as didactic materials is required.



Key steps:

While delivering this activity, pass through the following steps:

- Step 1:** Introduce the activity and request learners to respond to the following questions:
- i. Could you provide an explanation of an artwork?
- Step 2:** Asks any learner to write answers provided on flipchart/paper
- Step 3:** Asks learners to discuss the provided answer and choose correct answers.
- Step 4:** Provides expert view and clarifies ideas by using didactic materials.
- Step 5:** Address any questions or concerns.
- Step 6:** Ask trainees to read the key reading 3.3.1 in the trainee manual.



Points to Remember

- Artworks refer to digital creations and designs made using the software's tools and features. There are commonly formats used which are including: PNG for logos and icons.



Practical Activity 3.3.2: Export artworks



Notes to the trainer

- This activity should take place in the computer lab
- Avail computer installed with Adobe Illustrator with the latest version.



Key steps:

While delivering this activity, pass through the following steps:

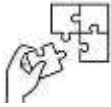
- Step 1:** Introduce the topic and ask trainees do the task described below:
As a graphic designer, you are asked to go to the computer lab to export artworks which was created in Activities 2.2.1.
- Step 2:** Explain the task and provide clear work instruction
- Step 3:** Demonstrate how to export an artwork. While demonstrating, explain the steps to follow.
- Step 4:** Asks learners to export an artworks and monitor the procedures.
- Step 5:** Verify whether the artworks used in adobe Photoshop are properly exported.
- Step 6:** Ask trainees to read key reading 3.3.2.
- Step 7:** Ask trainees to perform the task provided in application of learning 3.3.



Points to Remember

- To export Artwork in Adobe Illustrator
Adobe Illustrator offers three primary methods for exporting artwork: Export for Screens, Export As, and Save for Web (Legacy).
 - ✓ **Export for Screens:**
Select Export for Screens: Navigate to File > Export for Screens>Choose Artboards>Adjust Format and Settings>Click Export
 - ✓ **Export As:**
Select Export As: Choose File > Export As>Choose Format>Adjust Format Options>Click Export
 - ✓ **Save for Web (Legacy):**

Select Save for Web (Legacy): Navigate to File > Save for Web (Legacy)>Choose Format>Adjust Image Options>Preview Image



Application of learning 3.3.

You are a graphic designer working on a brochure design project for a client's upcoming event. After completing the brochure layout in Adobe Illustrator, your next task is to export the file in various formats for printing and digital distribution.

Design the brochure design project which will be exported



Checklist

SN	Criteria	Indicators	Yes	No
1	Artwork are well exported	1.1 Photoshop format are exported		
		1.2 Illustrator are exported		



Learning outcome 3 end assessment

Written assessment

- 1) Answer true or False
 - a. The PNG format uses lossy compression. **False**
 - b. JPEG is ideal for images with sharp edges and text. **False**
 - c. GIF supports transparency but only in a Single color. **True**
 - d. BMP files generally have smaller file sizes compared to JPEG files. **False**
 - e. TIFF files are commonly used in professional printing due to their high quality. **True**
- 2) Which factors primarily effects the sharpness of an image?
 - a. File format
 - b. Resolution
 - c. Compression ratio
 - d. Color depth

Answer: B

- 3) What type of compression reduces file size by discarding reduces file size by discarding some image data?
 - a. Lossless compression
 - b. Lossy compression
 - c. Uncompressed
 - d. Vector compression

Answer: B

- 4) Which file format is known for preserving image quality with no loss data?
 - a. JPEG
 - b. GIF
 - c. PNG
 - d. BMP

Answer: C

- 5) What is the effect of increasing an image's DPI (dots per inch) setting?
 - a. It decreases the image size on screen
 - b. It reduces the image's sharpness.
 - c. It improves the image quality in print.
 - d. It increases the file size without changing the quality.

Answer: C

Practical assessment

As a skilled graphic designer, you are faced with the intricate challenge of crafting vector illustrations for a comprehensive multi-platform marketing campaign. The campaign's primary goal is to promote a revolutionary line of eco-friendly tech products, demanding not only creative prowess but also technical finesse. Your assigned role necessitates utilizing Adobe Illustrator to design artwork that is not only versatile and visually appealing but also scalable for seamless integration across diverse platforms such as social media, the company's website and print materials.

Checklist for application

SN	Criteria	Indicators	Yes	No
1	Photoshop artwork is properly exported	3.1. Paths to illustrator is saved		
		3.2. Zoomify is saved		
		3.3. Save for web is saved		
2	Illustrator artwork is properly exported	3.4. Export for screen is done		
		3.5. Export as is done		
		3.6. Save for web is done		
		3.6. Flayer is created		
		3.7. Effects are applied		

END



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