

Jackson Township School District

Graphic Communications I

Course Syllabus

Mrs. Bassel D-108

JBassel@jacksonsd.org

Grades 9-12

Course Description:

Graphic Communications I is an art and technology based course. As the foundation of graphic design is design thinking, students will be introduced to the elements and principles of universal design. This exploratory course encourages students to observe and see the world around them differently by shifting focus, looking from multiple perspectives, and realizing how perception influences meaning. Graphic design is about more than problem solving, as students take on the creative challenge of defining problems as well as what opportunities exist for new solutions. Graphic design students gain the knowledge and skills needed for success in printing, publication design, poster/info graphic design, 3 dimensional package design, branding and logo design, typeface design, and information design. Utilizing and becoming familiar with several programs within the Adobe CS6 Creative Suite including Photoshop, Illustrator and InDesign students will design and create a body of work demonstrating their competencies. In this course students are encouraged to become independent thinkers who will contribute inventively and critically to their culture through making art. *This course is a prerequisite to Graphic Communications II.*

Students who complete this course will develop an portfolio, and will also:

- Become independent critical thinkers
- Emphasized art making as an outlet of personal expression and voice
- Developed sophisticated technical versatility and skill within the Elements and Principles of Design
- Learned how art making/creative solutions can be an integral part of daily life

Expectations:

The following are key guidelines for this course:

In addition to work completed in class, **artwork will have to be done at home** – homework will be assigned once a week.

A **sketchbook/notebook is to be kept** throughout the course. This will include photos, notes, sketches, clippings, and any other variety of ideas/techniques produced/practiced on a daily basis.

Deadlines must be met. Procrastination is not accepted in this course, or the portfolio requirements will never be able to be completed in the time period allotted.

Students must be **active participants** in class. Discussions and critiques are key learning processes in this course and students must contribute their ideas and thoughts at all times.

Students must **be prepared** for class. Students must arrive to class on time with their materials, and use the class time to its fullest extent.

Respect is expected at all times. This includes respect for personal artwork, respect for other people's artwork, respect for the classroom and materials, and most of all respect for people's ideas, opinions, and feelings voiced in discussion.

All artwork must be original! No published work can be used as a basis for personal artwork unless significant alteration to the image is completed. All imagery must be developed according to personal voice and any duplication of imagery from any source is not accepted.

Photography

An exploration of basic tools, techniques and aesthetics of digital photography, with an emphasis on the creative use of camera controls, exposure, file management, digital printing techniques, controlled lighting possibilities, and in-depth imaging software skills. Students will be expected to come to utilize home resources such as smart phones, digital cameras, and computers. There will always be opportunities to stay after class if students need to utilize classroom supplies for homework assignments.

Sketchbooks/Notebooks:

Students will be expected to thoughtfully and consistently use a sketchbook to journal, plan, reflect, and document their artistic growth and direction of the graphic art experiences. Sketchbooks will include: visual ideas, notes, tests/quizzes, photos, doodles, plans, short assignments, quick sketches and various techniques practices. Sketchbooks should be worked on out of class and at home, reinforcing skills, vocabulary and think modes. Students will be given sketchbook assignments every week and will have a week to complete them. Students should also be working on other pages in their sketchbooks. Sketchbooks will be collected throughout the course of the year and students must reach required page minimum.

Critique and Reflection

Students will participate in a variety of classroom critiques setup by the teacher. These include group critiques, one on one critiques, and personal reflections. As students are working on their assignments, they will be meeting individually with the teacher to discuss work in progress. Students will also be expected to participate in group critiques of their own work, famous works, and works of their peers. Students will demonstrate understanding of vocabulary in classroom discussions and critiques and are reminded to analyze the following during a critique: composition, technique, and concept. Successes and areas of improvement will be discussed with teacher and with their peers.

Grades:

60%-Participation and Assignments: Students will be given a rubric used to grade their pieces. Projects are expected to be in on the day that it is due. Students may turn in their project up to 3 days late, losing 10 pts each day. After 3 days, students will receive a "0" for the assignment. Assessment: Students will also be given a class rubric that will be used to score individual projects.

30%- Tests and Quizzes: You will be supplied with notes that must be kept in your binder and used to study from.

10%- Homework: Sketchbooks assignments, Photo's of the week, and writing assignments will be assigned weekly.

Course Outline:

Content covered in this course includes:

File Management

- Opening and saving files
- File types and extensions
- Standard saving methods
- Standard paper sizes and screen aspect ratios
- Understanding Resolutions

Composition and Layout

The Three C's of Design

Composition: Placement and Divisions, Grouping, Harmony, Emphasis, Alignment, Flow

Components: Shapes, Icons, Supporting Elements, Incorporating Images, Color and Typography

Concept: Conveyance, Theme, The Creative Process and Concept Evaluation

The Elements and Principles of Design

Utilizing the elements and principles to create as well as critique successful artworks.

Photographic Foundations

An exploration of basic tools, techniques and aesthetics of digital photography, with an emphasis on the creative use of camera controls, exposure, file management, digital printing techniques, controlled lighting possibilities, and in-depth imaging software skills.

Observational Drawing

Students will develop their drawing skills throughout this course through assignments regarding:

Proportion, value, texture, contours, fabrics, perspective, cast shadows, and typeface design.

Color Theory

- Color Modes
- Color Channels
- Color Mixing
- Color in Advertising

Additive and Subtractive Color Models

Art History

History of Photography

History of Art

Focus on key artists throughout history

Photoshop, Illustrator, and In Design Techniques

Tools and Toolbars

Blend modes and Filters

Key Commands

Working with Layers

Working with Masks

Effects and techniques

Color Modes

Swatches

Working with Paths

Working with Guides

Problem Solving and Team Building Exercises

Group work and small assignments will be a large part of this course.

Typography

Kerning

Tracking

Leading

Point Size

Typeface Design

Justification

Line width

Anatomy of a letter

Critique Process and Assessments

The formal critique format

Assessing others through constructive criticism

Using appropriate vocabulary

Understanding requirements of assignment

The importance of a mid-process critique

Displaying artwork

The Printing Process

The print menu palette

Standard paper sizes

The cost of printing
Assignment printing for grading
The work drop

Portfolio Development and College Preparation

Students will research schools and their portfolio requirements
Rigorous program
Critical thinking and problem solving
Energy and Verve
Emergence of technical competence
Original Ideas
Work that has intent, purpose and direction
Evidence of decision making
Range of stylistic and technical concerns
Risk taking
Effort
Developing student voice

Differentiated Instruction

All students will be encouraged to go in a direction that they feel works with their personality and suits them. Students will participate in a group critique and students will be encouraged to participate at the level and which they feel comfortable.
Daily Modifications Include:

- Use preferential seating
- Use visual aids and props
- If student is confused, repeat or paraphrase
- Provide copies of class notes
- Give directions orally and in writing
- Highlight directions
- Provide additional time to complete assigned tasks
- Use a step-by-step approach for more difficult concepts
- Help students initiate tasks, which are deemed more difficult

Interdisciplinary Approaches

Discover correlations between graphic art and other disciplines including but not limited to: Math, Literacy, History, Language, and Psychology
Increase writing skills through reflections, critiques, and research

Careers in the Graphic Design Field

Students will explore and illustrate findings through assignments that reveal to them all of the possibilities within the field of art and design field as a career choice.

NJCCCS:

Visual Arts/Connecting

Process Component: Interpret

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Grade Hs proficient:

Document the process of developing ideas from early stages to fully elaborated ideas.

Grade Hs accomplished:

Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

Grade Hs advanced:

Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Visual Arts/Connecting

Process Component: Synthesize

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Grade Hs proficient:

Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Grade Hs accomplished:

Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Grade Hs advanced:

Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Visual Arts/Creating

Process Component: Investigate, Plan, Make

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Grade Hs proficient:

Use multiple approaches to begin creative endeavors.

Grade Hs accomplished:

Individually or collaboratively formulate new creative problems based on student's existing artwork.

Grade Hs advanced:

Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Visual Arts/**Creating**

Process Component: Investigate, Plan, Make

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Essential Question: How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

Grade Hs proficient:

Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

Grade Hs accomplished:

Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Grade Hs advanced:

Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Visual Arts/**Creating**

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Grade Hs proficient:

Engage in making a work of art or design without having a preconceived plan.

Grade Hs accomplished:

Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Grade Hs advanced:

Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Visual Arts/**Creating**

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Grade Hs proficient:

Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Grade Hs accomplished:

Demonstrate awareness of ethical implications of making and distributing creative work.

Grade Hs advanced:

Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

Visual Arts/**Creating**

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Grade Hs proficient:

Collaboratively develop a proposal for an installation, artwork, or space design that

transforms the perception and experience of a particular place.

Grade Hs accomplished:

Redesign an object, system, place, or design in response to contemporary issues.

Grade Hs advanced:

Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Visual Arts/Creating

Process Component: Reflect, Refine, Continue

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Grade Hs proficient:

Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Grade Hs accomplished:

Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Grade Hs advanced:

Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Visual Arts/Presenting

Process Component: Relate

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Grade Hs proficient:

Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Grade Hs accomplished:

Analyze, select, and critique personal artwork for a collection or portfolio presentation.

Grade Hs advanced:

Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Visual Arts/**Presenting**

Process Component: Select

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Grade Hs proficient:

Analyze and evaluate the reasons and ways an exhibition is presented.

Grade Hs accomplished:

Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

Grade Hs advanced:

Investigate, compare, and contrast methods for preserving and protecting art.

Visual Arts/**Presenting**

Process Component: Analyze

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Grade Hs proficient:

Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Grade Hs accomplished:

Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

Grade Hs advanced:

Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

Visual Arts/Responding

Process Component: Share

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Grade Hs proficient:

Hypothesize ways in which art influences perception and understanding of human experiences.

Grade Hs accomplished:

Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Grade Hs advanced:

Analyze how responses to art develop over time based on knowledge of and experience with art and life.

Visual Arts/Responding

Process Component: Perceive

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Grade Hs proficient:

Analyze how one's understanding of the world is affected by experiencing visual imagery.

Grade Hs accomplished:

Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

Grade Hs advanced:

Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Visual Arts/Responding

Process Component: Perceive

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in

the process of art criticism.

Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Grade Hs proficient:

Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Grade Hs accomplished:

Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Grade Hs advanced:

Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

Visual Arts/Responding

Process Component: Analyze

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Grade Hs proficient:

Establish relevant criteria in order to evaluate a work of art or collection of works.

Grade Hs accomplished:

Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Grade Hs advanced:

Construct evaluations of a work of art or collection of works based on differing sets of criteria.