

Vincent Massey High School
Graphic Arts 30G

Course Outline 2014-15

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Location: Graphic Arts Room



Course Description:

The third level of the Graphic Arts courses will add on concepts covered in the 20S program. Students will be expected to display their understanding of the elements of design to create various projects. Projects will be teacher supplied, but flexibility in projects to accommodate for student-driven interests or to supplement projects in other courses will be considered. We will use various teacher-supplied resources.

Required materials: 8GB flash drive

Student Expectations

This classroom must be a safe and respectful environment where students are free to express themselves. Disrespectful behavior will be dealt with in a swift and firm manner.

Students are expected to arrive to class on time with all required materials.

Food or drink is not permitted on the computer desks.

Always show respect to everyone in our classroom.

Ask permission before leaving the classroom.

Respect all property. (School property, personal property, and other's property)

Respect all ideas given in class and do not criticize anybody's ideas or thoughts.

General Learning Outcomes

As a result of partaking in this course students will:

- Define the purpose and audience for an image.
- Communicate technical ideas and designs effectively and appropriately.
- Apply effective decision-making, problem-solving, and design strategies to a project.
- Effectively manage information.
- Demonstrate responsibility in time management, task completion, and in meeting project criteria. (Note: based on the Conference Board of Canada's Personal Management Skills)
- Make ethical decisions concerning the impact of one's activities and the use of technology.
- Develop an action plan relating personal aptitudes and abilities to occupational opportunities.
- Demonstrate safe practices with tools, machines, materials, and related processes.
- Demonstrate positive attitudes to learning in Graphic Arts facilities.
- Adapt strategies to work effectively, independently, or as a team member to complete a project.
- Demonstrate the principals and processes involved with image acquisition and creation.

- Apply knowledge and practical skills to produce still image visual representations of ideas or abstract concepts.
- Demonstrate and apply the knowledge and skills to finish a product for distribution.
- Apply knowledge and skills to produce animated images of ideas or abstract concepts.
- Create and edit video productions.
- Demonstrate an understanding of current innovation in graphic communication processes, applications, and emerging new technologies.

Unit Descriptions

Defining a Character (8 weeks)

Students will create and develop a marketing plan for a superhero character. They will demonstrate time management, problem solving skills and basic software skills by completing several projects related to this theme, including but not limited to:

Unit 1 – Symbols and Logos

Topics: History of Famous Logos, symbols

Project: Superhero Logo – Using Illustrator

Unit 2 – 2D and 3D Design and Book binding.

A 3D cube superhero – Using student's choice of media

A 2D flip-book to show action - Binding

Flash animation

Unit 3 - Typography and Layout

Draw Me a Theme Song - Using Photoshop

Infographic – Using Indesign

Unit 4 – Textile Graphics

Screenprinted Superhero shirt

Lithography Print

Uniquely You (6 weeks)

Now let's create an alter ego for your superhero – a mild, mannered high school student. This will involve, but not be limited to:

Unit 5 –Content Management

Creative Resume Design

Business Card

Creative QCode Design – manipulating images

Unit 6 – Architectural Design

Secret Lair Design – using Sketch-up

Secret Weapon Design

Digital Imaging (3 weeks)

Unit 7 – Digital Storytelling

Storyboarding

Video and Image Capture

Editing

Final Project Digital Portfolio (1 week)

Students will create digital portfolio in displaying their graphic design skills in this class. Students must create a visually pleasing portfolio that is organized in a logical order.

Course Evaluation Structure

Unit Assignments: 60%

This is mainly a project based course. Any tests or quizzes will be considered an assignment and the student will be notified at least two days in advance.

Journal Reflections: 20%

Final Project: 20%

DISCLAIMER NOTE: Instructor reserves the right to substitute projects or alter the order of units pending availability of materials and/or computer access or if superior activities surface to enhance the students' learning experience.

You must attain a minimum of 50% average to receive credit for this course.

IMPORTANT INFORMATION REGARDING DUE DATES:

Students are being evaluated on their professionalism. Their marks will be affected by incomplete or late assignments and by unexcused absences. If a student is unable to complete an assignment on time, they will be required to email their request for an extension of time to the teacher and their parent to notify all parties involved of this request. A list of parent's active emails will be compiled for this reason.

Student Responsibility Guidelines for Assessment and Evaluation

Students actively engaged in their learning are the essence of the Brandon School Division's mission of educating the whole child.

The assessment, evaluation and reporting of student learning and achievement involves students, teachers, principals, parents, superintendents and the Board of Trustees. It is the responsibility of professional educators to assess, evaluate, and report on each student's degree of engagement and resulting learning outcomes. Such assessment, evaluation and reporting is a continuous and fundamental part of the student's learning process. Students are responsible for:

- their own learning with the expertise, assistance and motivation of their teachers;
- engaging individually and collectively in school/community learning opportunities;
- improving their learning involvement
- playing an active role in assessing their own learning
- providing evidence of their learning within established timelines

The purpose of this document is to identify student responsibilities in assessment and evaluation practices, provide clear guidelines and consequences so students can make informed decisions, and to provide structures that improve the relationship between student learning and assessment. All assessments and/or evaluations will be assigned a reasonable completion date by the classroom teacher.

When a student demonstrates negligence and/or disregard towards the assessment and/or evaluation due date, the teacher can assign a "0" grade for the incomplete assessment and/or evaluation. For a "0" grade to remain permanent on the student's record for that unit of study, a teacher's records will demonstrate that he/she had advised the student and the parent/guardian that there was an opportunity to complete the original assessment or an alternate assessment, but that it would have been penalized in accordance to divisional guidelines.

Penalization for late assessments is as follows:

Grade 9 – 10%

Grade 10 – 15%

Grade 11 – 20%

Grade 12 – 25%

Example: Grade 10 student receives 80% for a late assessment. The penalty for the late assessment would be $(80)(0.15)=12$. The adjusted mark would be $80-12=68\%$.

Once the late assessment is marked, the penalized assessment mark will replace the "0" grade that was originally assigned to the student by the teacher. If the original or alternate assessment is not submitted by the new completion date or if the student refuses to submit a required assessment, the "0" grade assigned to it will remain on the student's evaluation records. The "0" grade(s) will be calculated into the student's final mark for the unit of study and will be used in the calculation of the final grade of the course.