

# Graphic Arts 40S

## Course Outline

Teacher: Mrs. N McIntyre-Garbutt  
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Phone: 204-729-3170  
Location: Graphic Arts Room

### Course Description:

The fourth level of the Graphic Arts courses will add on concepts covered in the 30S program. Students will be expected to display their understanding of the elements of design to create various in-class projects with a added focus of client-driven projects. Emphasis will be placed on developing work ethics and standards, meeting student-developed goals and meeting client's standards.

**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.

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 meet 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.

☒ Demonstrate an understanding of current innovation in graphic communication processes, applications, and emerging new technologies.

*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.*

## **Unit Descriptions**

### *Unit 1 – Introduction to Graphic Communication Technology 40G*

This unit will review safety and workplace expectations. We will review the Elements and Principles of good design and investigate careers that use graphic designers.

### *Unit 2 – Print Media*

Using and learning Adobe Indesign, will allow students to layout and produce various documents commonly used in business for promotion and marketing. Students will create client-based projects and classroom assignments.

### *Unit 3 – Photography*

Students will learn to set up studio spaces, camera and lighting as well as edit and print photos. Students will create client-based projects and classroom assignments.

### *Unit 4 – Digital-Media Design*

Using Flash and action scripting, students will create a simple webpage for their fictional business. Client-based projects may include 30 second commercials advertising upcoming school events.

### *Unit 5 – Textile and Media Advertising*

This will be a student-directed unit geared towards creating promotional material to represent their business' client base. Flags? Silk-screening? Embroidery? The possibilities are only limited to equipment availability. Client-based projects will be used by sports teams, student council, open house, and other school community projects.

## **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.

# 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.

