Course: DMA Graphic Design 12

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Course Description:

This course is very much a hands-on self-directed course requiring the student to manage their time and resources well to:

a) Develop hands-on ability to manage and pitch/propose a design project and effectively use the design process.
b) Master and harness the concepts, principles, and creative energy that are essential to communicating powerfully with graphic designs.
c) Learn how to master the graphic design software such that you can produce a high quality and inspired designs.
d) Apply and reinforce your knowledge and skills to relevant design projects

Students are expected to know the following:

- visual arts elements, principles of design, and image development strategies
- a range of printmaking and graphic forms, materials, technologies, and processes
- symbols and metaphors to represent ideas and perspectives in graphic arts
- the role of the artist and audience in a variety of contexts
- the influence of visual culture in social and other media
- the impact of time and place on the emergence of artistic movements
- contributions of innovative graphic artists from a variety of movements, contexts, time periods, and cultures
- the influence of social, cultural, historical, political, and personal context on graphic works of art
- a range of local, national, global, and intercultural artists and movements
- history and theory of a variety of artistic movements, including their role in historical and contemporary societies
- traditional and contemporary Aboriginal worldviews, stories, and history as expressed through graphic arts
- cross-cultural perspectives as communicated through graphic arts
- personal and social responsibility associated with creating, perceiving, and responding in graphic arts
- the ethics of cultural appropriation, plagiarism and moral rights the role of the artist in presenting social justice issues to an audience

<u>Course Expectations:</u>

It is expected that students will:
- Abide by the student Code of Conduct
- Adhere to the Academic Honesty policy
- Adhere to the Summer Learning Student Engagement policy
- Respect yourself and others
- Attend every class and be punctual
- Inquire, think, and participate to the best of your individual ability
- Access technology in class for learning purposes only & only when instructed to do so
- Challenge yourself and have fun learning
- Bring all necessary materials to every class
- Complete all assigned assignments and be accountable for correcting their own work

<u>Big Ideas:</u>

By the end of this course students will be expected to display understanding for the following big ideas in Graphic Design:
1. Graphic arts are unique art forms that use specific processes to convey a message.
2. Active participation in graphic arts contributes to culture and personal identity, and reveals insights into the human experience.
3. Refining artistic expression requires perseverance, resilience, and risk taking.
4. Purposeful artistic choices enhance the depth and impact of the meaning in a body of work.
5. Ideas and beliefs within a work of graphic art have the power to effect change.

<u>Curricular Competencies:</u>

Students will be able to use creative processes to:

Exploring and creating
- Make graphic works collaboratively and as an individual using imagination, observation, and inquiry
- Demonstrate creative thinking by using ideas inspired by exploration
- Intentionally select and combine materials, processes, and technologies to convey an idea
- Engage in appropriate risk taking to express moods and ideas
- Experiment with a wide range of materials, processes, and technologies to create graphic art
- Develop skills and techniques in a wide range of styles and movements and a variety of technologies and processes
- Demonstrate active and disciplined engagement in resolving design challenges

Reasoning and reflecting

- Understand the purpose of a critique and choose when to apply suggestions
- Describe and analyze, using the language of graphic arts, how artists use materials, technologies, processes, and environments in art making

Communicating and documenting

- Share, document, and appreciate graphic works in a variety of ways and contexts
- Make graphic art with a specific audience in mind
- Communicate ideas and express emotions through art making
- Communicate and respond to social and environmental issues occurring locally, regionally, and globally as they connect to personal values

Connecting and expanding

- Design graphic works to reflect personal voice, story, and values in connection with a specific place, time, and context
- Construct personally meaningful artistic works that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts
- Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through graphic arts
- Explore the practice habits of professional graphic artists and other people in related careers
- Apply problem-solving skills for innovation
- Demonstrate increasingly sophisticated application of the elements and principles of design, image development strategies, processes, and technologies

Exploring and creating

- Make graphic works collaboratively and as an individual using imagination, observation, and inquiry
- Demonstrate creative thinking by using ideas inspired by exploration
- Engage in appropriate risk taking to express thoughts and emotions
- Demonstrate active and disciplined engagement in resolving design challenges

Reasoning and reflecting

- Identify and initiate inquiry and effective critique strategies
- Describe, analyze, interpret, and evaluate, using appropriate terminology, how graphic artists use materials, technologies, processes, and environments in art making
- Apply knowledge and skills from other contexts in the planning, creating, interpreting, and analyzing of artistic creations
- Develop personal answers to aesthetic questions

Communicating and documenting

- Share, document, and appreciate graphic works in a variety of ways and contexts
- Anticipate the audience and make design choices with an understanding and respect for their impact on that audience
- Communicate ideas and express emotions through art making
- Communicate and respond to social and environmental issues occurring locally, regionally, and globally as they connect to personal values

Connecting and expanding

- Design artistic works to reflect personal voice, story, and values in connection with a specific place, time, and context
- Construct personally meaningful artistic works that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts
- Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through graphic arts
- Expand skills, processes, inquiry, and works of art in connection with family, community, and the world
- Explore the career opportunities of professional graphic artists and other people in related careers
- Apply problem-solving skills for innovation
- Demonstrate increasingly sophisticated application of the elements and principles of design, image development strategies, processes, and technologies

For more detailed information visit:
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_graphic-arts.pdf

<u>Core Competencies:</u>

The following core competencies will be incorporated into the delivery of this course:
- Communication
- Creative thinking
- Critical thinking
- Positive personal and cultural identity
- Personal awareness and responsibility
- Social responsibility

For more detailed information visit: https://curriculum.gov.bc.ca/competencies

Basic Schedule:
a) Presentation skills
b) History of graphic design
c) Design process
d) Advanced design process – How to develop ideas, research, plan, organize and manage a project
e) Advanced Elements and principles of design
f) Choose Design Stream:
   a. Commercial Design
   b. Digital Art
g) Five Self-proposed projects
h) Final projects

Assessment:

Assessment of student performance will include the following:
- Formative
  - Self-assessment
  - Planning and Organizing
  - Reflections and Learning Journals
- Summative
  - Portfolio
  - Self-assessment

Evaluation:

Learning Activity	Percentage of final Mark
Ongoing formative and summative Project-based assessments	80%
Portfolio	20%
Total	100%