

Graphic Arts

Instructors: Sarah Moon
Room 124/164
sarah.moon@schools.hermon.net
207-848-4000 x 1124/1164

Prerequisite: Art Foundations

This course explores the commercial aspects of art. Students will visually express, develop, and showcase creative ideas through a variety of graphic media. Students will learn the basic concepts and rules of graphic design in creating a portfolio of work showing experimentation with typography, page layout, concept development, and product design and marketing to specific target audiences. Students will explore the art media of printmaking, mainly relief. This course will give students the confidence to organize ideas, create meaning in original work, and the ability to work ideas into new and useful creations.

Graduation Standards

A | Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes

B | Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

C | Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

D | Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

E | Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and other disciplines, goal-setting, and interpersonal interaction.

Unit 1	Linoleum Logo Making
Summary	logo types concept design thumbnail sketches linoleum block printing Formatives: logo warm ups + planning, Design COW 1 Summative: personal logo (linoleum block printing)
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students research and explain how art and artists reflect and influence culture and periods of time. (MLR A1) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1) Students analyze skills and concepts that are similar across disciplines. (MLR E2) Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)
Unit 2	Illustration

Summary	wacom tablets digital drawing creative design process Formative: sticker design, Design COW 2, 3 & 4 Summative: card set (greeting, playing, recipe, etc.)
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Students create a body of original artwork. (MLR B3) Demonstrate sophisticated use of media, tools, techniques, and processes. Demonstrate knowledge of visual art concepts. Communicate a variety of ideas, feelings, and meanings. Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1)
Unit 3	Typography
Summary	types of font characteristics creation impact Formative: FontStruct (website) inspirational word, Design COW 5, 6, 7 Summative: storytelling through typography
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Students create a body of original artwork. (MLR B3) Demonstrate sophisticated use of media, tools, techniques, and processes. Demonstrate knowledge of visual art concepts. Communicate a variety of ideas, feelings, and meanings. Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1)
Unit 4	Layout
Summary	CARP principles Canva elements/principles Formatives: art show poster, Advertisement, Design COW 8, 9, 10 Summative: Character business cards
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Students create a body of original artwork. (MLR B3) Demonstrate sophisticated use of media, tools, techniques, and processes. Demonstrate knowledge of visual art concepts. Communicate a variety of ideas, feelings, and meanings.

	<ul style="list-style-type: none"> Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1) Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)
Unit 5	Branding
Summary	branding vehicle wrap design (food truck) menu layout business cards display placard Formatives: planning, Design COW 11, 12, 13 Summative: Food Truck Project
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Students create a body of original artwork. (MLR B3) Demonstrate sophisticated use of media, tools, techniques, and processes. Demonstrate knowledge of visual art concepts. Communicate a variety of ideas, feelings, and meanings. Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1) Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)
Unit 6	Screen Printing
Summary	screen printing process single color design vs multi color registration Formatives: planning, Design COW 14,15 Summative: Apparel Design
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Students create a body of original artwork. (MLR B3) Demonstrate sophisticated use of media, tools, techniques, and processes. Demonstrate knowledge of visual art concepts. Communicate a variety of ideas, feelings, and meanings. Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1) Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)
Unit 7	Portfolio

Summary	Students curate and finalize a digital portfolio of their body of work. Summative: Digital Portfolio
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1)

Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Make-up Work

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

Grading of Formative Assessments

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.