

## Unit: Graphic Arts

Technological developments in paper and print have run parallel, acting as catalysts for each other. It is only in the last hundred and fifty years that printing on paper has been augmented by the use of film, and more recently, electronics. Other aspects of technology have developed only because images in the form of drawings, diagrams, and, more latterly, photographs have been reproduced and disseminated. It is interesting to speculate on what the world would be like had the technology of the multiple image never been developed, for without print technology it seems unlikely that there could have been an industrial or electronic revolution. And what would this century be like if there were no magazines, films, or television or computers? The expanding print technology has had a direct influence on both the individual and society through its ability to disseminate ideas, perceptions, and feelings.

Printing technology has advanced in response to ideological and commercial motives for spreading the word and picture. Although artists have from time to time contributed in some measure to technological refinements, they have been, on the whole, the beneficiaries of all the techniques developed from the beginning. The reason for this is that print techniques now obsolete in the world of mass circulation are still the preferred media for many creative artists. For example, block printing as a means of creative expression is as justifiable today as it was in ninth century China, but the practice applications of that medium in commercial and ideological enterprise have almost completely disappeared. Of course, not all artists prefer to work with images that are the product of ancient technical developments. Many prefer creative expression through the media of recent advances such as video and computer technology.

“Graphics” in the twentieth century has acquired a very broad meaning. A student involved in expressive printmaking gains a microcosmic vision of the world of graphics. A fuller meaning of the word demands an introduction to many more concepts and operations. For example, photography is essentially a graphic art, and, though it may be a personally expressive medium, the ease with which it simply documents, illustrates, or analyzes does demonstrate the greater realm of graphics. This, too, can be part of the student’s experience. The graphic artist who deals with mass media demonstrates the ultimate copies of visual images the artist must understand the communicative and commercial nature of print and must know the precise requirements of specialized software, hardware, copiers, platemakers, printers, and binders.

**Unit: Graphic Arts****Outcomes***Students will be expected to*

- GA1 develop personal imagery through graphic design
- GA2 incorporate visual concepts, art processes and process-related concepts in their graphic design to realize their expressive intentions
- GA3 through their own art and the art of others, students will explore the following visual concepts in the graphic design unit
- GA4 through their own art and the art of others, students will explore the following art processes and process-related concepts in the graphic design unit
- GA5 understand and use the following art vocabulary in oral and written communications
- GA6 select among the graphic art processes (lettering, dry transfer, screen printing, etc.)
- GA7 using either traditional and/or electronic technology, with acquired knowledge, invent and incorporate visual symbols in their art
- GA8 through their own art work, explore various graphic art visual concepts, to realize their expressive intentions

**Elaborations-Strategies for Learning and Teaching**

Several ideas for graphic arts projects are listed below. Teachers and students may use them in a variety of ways. For example, some may be used directly as they appear, while others may be adapted or not used at all. This list may be a starting point from which totally new ideas may be generated.

The number of projects to be completed by a given student or by the class must be left to the discretion of the teacher. The teacher must insure, however, that students are exposed to and gain insight into the visual concepts, art processes and process-related concepts described at the beginning of this unit, and that students are given ample opportunity to develop their art vocabulary in written and oral communication.

- Create a hand-lettered letterhead for yourself. Convey a definite personal statement about yourself such as sentimental, whimsical, aggressive, etc.
- Choose a subject such as punk dress, ATV's or fast foods. Draft a page layout that includes imagery and copy that takes either a hard or soft sell approach. Do a paste-up of it.
- Create a greeting card for a child's birthday, person in hospital or a sports person. Have it either pop up or fold in an unusual way.
- Design a wall chart for children. It could be a growth chart or a chart directed at reading skills, social studies, or other curriculum areas. The chart should incorporate words and images.
- Make an illustration for a poem or story you have written. Do it in two different media and compare the effects.
- Update a poster from the past.
- Design a formal invitation to a school event. Incorporate lettering or calligraphy.
- Design a unique invitation to a school event. Use a collage.
- Design a button for a school election candidate.

## Unit: Graphic Arts

### Suggested Assessment Strategies

Group discussions, paper and pencil, checklists, cooperative learning groups and or presentation:

- evaluate the relationship between the technology and the final look of the image
- predict the impact that certain technologies might have on an electronic image
- analyze the advantages and limitations of various graphic arts technologies
- write an artist's statement about the work you have created. Include intent, thought and artistic process and reflection.

Provide for collaboration to be part of the **evaluation rubric**.

- Interpret the emotional response from a piece of graphic art, either student or professional artist generated on a predesigned evaluation checklist located on the school website art page (could be a Grass Roots project)

Devise checklists to evaluate that the student can:

- predict and compensate for technical problems
- demonstrate insight in electronic technique and choice of subject matter
- generate more than one solution for a problem
- collaborate with the teacher to show development of thought
  - written observations
  - interviews
  - journals
  - student projects

### Resources/Notes

TV Commercial Database for television commercials from all over the world.  
<http://www.clipland.com/index-tvc.shtml>

Examples of Digital Commercials  
<http://www.mattheworld.com/tv/>

For further information about visual concepts in the printmaking unit, please see the following:

Living With Art

*Line*, pp. 89-98

*Shape*, pp. 101-102

*Colour*, pp. 106, 110-114

*Emphasis and Focal Point*, pp. 144-148

*Proportion and Space*, pp. 149-152

*Audience*, pp. 144-152

*Do-It-Yourself Graphic Design*

*Graphic Design - How it Works*, pp. 16-21

For further information about art process and process-related concepts in the printmaking unit, please see the following:

*Do-It-Yourself Graphic Design*

*Drawing and Illustration*, pp. 112-118

*Lettering and Transfer*, pp. 29-37, 53, 68, 81, 83, 107, and 110-111

*Layout and Pasteup*, pp. 97-101, 122-123

*Printing*, pp. 133, 138-140

*Symbols, Logos, Signs*, pp. 64, 71-72, 77, and 141

*Finishing, Presenting, Packaging*, pp. 141, 147, 150

*Folding and Scoring*, pp. 74-75, 143-144

*Embossing*, pp. 64, 77, 141

*Trimming and Cutting*, pp. 145-146

*Binding*, pp. 148, 150

*Living With Art*

*Graphic Design*, pp. 244-260

**Unit: Graphic Arts**

**Outcomes**

*Students will be expected to*

- GA9 through their own art work and the work of others, demonstrate understanding of technique, composition, and imagery so that symbols can achieve expressive form
- GA10 use graphic visual structures in art making to communicate a viewpoint appropriate to different situations and audiences to include the Internet
- GA11 develop personal concepts and/or symbols/imagery through their own art, based on personal ideas and experiences
- GA12 make informed decisions about the presentation of visual images
  - types of work, presentation issues, lighting, intended audience
- GA13 display a willingness to consider the suggestions of others and diverse artistic styles
- GA14 develop ability to inquire, explore and discover cooperatively especially in areas of new technology
- GA15 develop understanding of the communicative aspects of the visual language

**Elaborations-Strategies for Learning and Teaching**

- Design a school yearbook cover that reflects the school and/or the year’s events.
  - Design a fashion add “rough” using felt-tipped markers.
  - Make a decorative T-shirt design. Print it by using a stencil, potato, silkscreen or airbrush.
  - Design a tourist pamphlet cover for the Newfoundland and Labrador Department of Development and Tourism.
  - Design a poster that voices a local environment concern.
  - Design a label for a local product.
  - Design an environmentally friendly package for a local product.
  - Design a trademark or a logo for a local company.
  - Invent road sign symbols.
  - Draw diagrams over advertisements to analyze their composition.
  - Make a small non-verbal book using mixed media. Select a title for the book based on an emotion.
- Surf the net or browse through magazines to identify the following applications: a variety of finishing, binding and packaging techniques (finishing, scoring, perforating, slitting, die cutting, numbering, embossing, hot foil tamping, thermograph, laminating, round cornering, etc.
- different fonts to see the feeling and/or mood that they evoke;
  - understanding of hard sell (in your face advertising) and soft sell
  - concepts such as economy, immediacy, clarity, audience, message, proportion, scale and figure-ground relationship.

**Unit: Graphic Arts****Suggested Assessment Strategies**

Presentations/discussions:

- demonstrate appreciation and pride of ownership in their finished products
- articulate descriptions, analysis, interpretations and judgements of graphic designs
- assess the changes to intention
- on collaborative works created on the internet
- demonstrate awareness of how the designated audience affects the development and outcome of the graphic design

Rubrics designed to

- critically evaluate design products in their own environment

**Resources/Notes**

Art Gallery of Newfoundland and Labrador (AGNL)

[http://www.heritage.nf.ca/arts/agnl/per\\_col.html](http://www.heritage.nf.ca/arts/agnl/per_col.html)

It is essential that all students have the opportunity to work with a variety of art materials cited in the list of basic materials found below. Enrichment materials may be considered depending on time available, financial resources and student experience.

***Basic Materials***

|                      |                                |
|----------------------|--------------------------------|
| Pencils (soft, hard) | Felt markers                   |
| Colour pencils       | Gouache                        |
| India ink            | Watercolour paint              |
| Colour inks          | Rulers                         |
| T-square(s)          | Drawing paper                  |
| French curve         | Bristol board                  |
| Stencils             | Graph paper                    |
| X-acto knives        | Tracing paper                  |
| Kneaded erasers      | Illustration paper             |
| Glue sticks          | Acetate                        |
| Rubber cement        | Dry transfer letters and lines |

***Enrichment Materials***

Technical pens  
 Computer  
 Typewriter  
 Camera  
 Photographer  
 Silkscreen and squeegee  
 Linoleum blocks and inks  
 Fabric  
 Air brush  
 Type scale

**Unit: Graphic Arts**

**Outcomes**

*Students will be expected to*

- GA16 identify the influence of visual symbols and their universal language (to include the Internet)
- GA17 understand graphic art as a communicative language of artists used to record, translate and express in images
- GA18 evaluate and defend the sources for their ideas and subject matter whether traditional or contemporary
- GA19 understand the influence of graphic art on public opinion
- GA20 recognize the communicative dependence of modern society upon graphic design, as impacted by the Internet
- GA21 identify and critically evaluate various forms of graphic arts of a given culture, to appreciate how artists have conveyed meaning
- GA22 given their own environment, assess how the technology of production impacts on design processes and product
- GA23 understand how electronic or traditional graphic design can symbolize status or social significance

**Elaborations-Strategies for Learning and Teaching**

- Analyze graphic works in terms of clarity of design, effectiveness of message as it relates to specific audiences (importance of design to the function of the message/readability, size, shape, content, color, ink, paper choice, etc.).
- Design a product and/or package for that product, using traditional or digital techniques. Some examples are: a new refrigerator, a doll, cereal box, car, ideal student desk, musical instrument, children’s book, toy, pizza box, calendar, shoes, new outfit, computer, Webpage, garden city, etc.  
\*Note: there may be some overlap between print and product design, i.e., one could design a brochure and then produce the brochure.
- Design a poster that voices a local environmental concern.
- Design a tourism pamphlet for your local tourist chalet.
- Design an environmentally friendly package for a local product.
- Design and create your own room out of found materials, boxes, fabric, wallpaper.
- Design a school yearbook cover that reflects the school and/or the year’s events.
- Take an idea, like “liberation” or “breaking out from the status quo” and develop a design expressing that idea, (i.e. this could be in the form of a print (poster), product (screen printed T-shirt) or electronic art (Web page).
- Design a product, i.e., teapot, a sports item, a garden, etc., that expresses your own personality.
- Tell students they have been hired by a company to product a C-D cover for a famous rock star. Ask students to bring in their own C-D covers and discuss what makes a good design, i.e., application of design structures, clarity of message, intent, focal point, use of color, establishing the intended audience, etc. Create three different rough sketches and select the most effective. Render the final design, electronically or traditionally.

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**Unit: Graphic Arts**

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**Suggested Assessment Strategies**

Please see Appendix A for assessment/evaluation strategies and rubrics. Please also see Section 4 Assessment and Evaluation for further information.

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**Resources/Notes**

Principals of Graphic Design

<http://www.mundidesign.com/presentation/index2.html>

This site contains a tutorial on graphic design elements and principles

The business, creativity and technology magazine for graphic designers

<http://www.howdesign.com/>

AIGA (American Institute of Graphic Artists)

<http://www.aiga.org/>

This site contains information about graphic design standards and other important information about careers in graphic design.

## Unit: Graphic Arts

### Outcomes

*Students will expected to*

- GA24 recognize the potential for career opportunities in graphic arts
- GA25 investigate the ethnic and cultural diversity of people from various cultures regarding their contribution to graphic arts design
- GA26 explore and evaluate a variety of graphic art styles from past and present cultures
- GA27 communicate an understanding that graphic art has a history emerging from a need to visually communicate
- GA28 justify the diversity of responses from traditional or electronic graphic image
- GA29 distinguish between traditional and contemporary graphic design examining its limitations and advantages
- GA30 see their own visual imagery and graphic art of other cultures, as a part of a creative tradition which spans human history
- GA31 through investigation, viewing and studio, understand the interrelationship between graphic arts and the other arts

### Elaborations-Strategies for Learning and Teaching

- Explore issues of popular culture, either individually or in a group
  - Create props for the school play or drama festival (cultural groups).
  - Create and market a calendar so that each group contributes one month of the year.
  - Set up a Graphic Arts department in the classroom. Assign specific tasks to each group to include printing, font selection , color, image consultants, layout, etc.
  - Make a box of note cards. Assign each group one card to be contributed to the box. Assign one group to create the packaging. One Graphic Arts class could collaborate with another from another school via the Internet. This product could also be marketed.
  - Using the elements and principles of design, transform a space within your school. For example, create a student art gallery within a given space.
  - Interview a graphic design artist in the community. Ask the artist what they have made and why they have created it.
  - Look up and research examples of architecture in the community. See how houses were constructed in earlier days as compared to now. Interpret the changes.
  - Notice and comment on the changes in headstones in the community cemetery.
- Trace the evolution of cultural Packaging for local commodities ie. Purity cookies, Good Luck Margarine, etc
- Present the students some information on earliest forms of communication to include cave drawings, hieroglyphics, drawings done with natural pigments (berries, soot for charcoal, etc.) and tools (sticks, smoke signals, etc.). Help students make the connection between symbols, forms of communication and the environment.

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**Unit: Graphic Arts**

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**Resources/Notes***Living with Art*

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Shape, pp. 101-102

Colour, pp. 106, 110-114

Emphasis and Focal Point, p. 144-148

Proportion and Scale, pp. 149-152

Audience pp. 144-152

*Do-It-yourself Graphic Design*

*Graphic Design - How it Works*, pp. 16-21

**Unit: Graphic Arts**

**Outcomes**

*Students will be expected to*

GA32 using traditional or contemporary technologies, communicate a personal viewpoint relating to a current issue

GA33 self-evaluate their own internal/external influences when creating personal graphic imagery

GA34 relate their physical and built environment to the elements and principles of design

GA35 identify and discuss moral, ethical and legal issues surrounding the use of graphic arts

- copyright issues
- use and misuse
- ownership

GA36 describe, analyze, interpret and evaluate their own graphic art and art of others

GA37 reflect upon and critically analyze design solutions in terms of effectiveness

**Elaborations-Strategies for Learning and Teaching**

- Present information on early use of visual symbols, i.e, shop signs for non reading public, etc.
- Students are asked to search for and bring in modern day visual symbols which are part of their every day life, i.e., Coke symbol.
- Do a study of water fountains and create one for your school. The design can be done traditionally or digitally. The product can be a finished product or just drawn up. The end product could be decorated with hand painted clay tiles.
- Study stained glass windows. Create one for your school. Keep as a plan on paper or build one.
- Describe your physical environment. Give examples how artists have used the physical environment in their work.
- Church art: How does the physical environment make itself evident in the decor?
- Compare and contrast architecture from other parts of Canada to your area, i.e., predominantly brick structures in Toronto and wooden structures in Newfoundland.
- Do a plan of a garden, including archways and other kinds of architectural forms.
- Expose the class to examples of folk art from local to province wide, i.e., slide show from Intermediate Curriculum Guide.
- Using folk art images, analyze the application of the art elements and principles. Create a folk art design using cut paper.
- Compare and contrast local art examples with art from other parts of the country.
- Using the Internet, share examples of local art with a class from another part of the country.
- Search the Internet, looking for examples of art from other cultures to include art from the First Nations.

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**Unit: Graphic Arts**


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**Suggested Assessment Strategies**

Please see Appendix A for assessment/evaluation strategies and rubrics. Please also see Section 4 Assessment and Evaluation for further information.

**Resources/Notes**

Community Arts Groups

Online Art Galleries

Guest Speakers/Artists from various cultures

Desk Top Publishing Software

Visual Timelines: *Who What When Interactive Historical Timelines*

<http://www.sbrowning.com/whowhatwhen/index.PHP3>

*4 Steps to Art Critique.*

Criticism: describe what you see

Analyze: discuss how the art elements and principles were used

Interpret: What is the artist saying?

Judgement: What do you think about this work?  
How is it successful?

**Unit: Graphic Arts****Outcomes***Students will be expected to*

GA38 justify the use of specific media, techniques and subject matter in their own work and the work of others, to include the intent

GA39 analyze the relationships of design structure to electronic or traditional images

GA40 develop critical thinking and decision making skills in creating one's own graphic images

GA41 articulate understanding and appreciation of the aesthetics that come into play when evaluating graphic design work

GA42 demonstrate competence in the use of traditional and/or contemporary technologies in the production of graphic design works

GA43 apply planning strategies which guide them through the artistic process to carry out a graphic arts project

**Elaborations-Strategies for Learning and Teaching**

- Identify and discuss the issues surrounding the use of clip art (ownership, originality, copyright).
- Self-evaluate student products in terms of effectiveness of message and/or design solutions.
- Identify and critically evaluate various forms of Graphic Arts in their own environment, i.e. town murals, signs, etc.
- Analyze Graphic Arts works in terms of clarity of design, effectiveness of message as it relates to specific audiences (importance of design to the function of the message or readability, content, color, ink, paper, etc.).
- Lead a discussion about popular music, i.e., rap, rock, alternative, pop, etc. Listen to some of the words. Look at some of the CD covers. Make connections between thought and action. How does the visual and musical art reflect the society of the day? Analyze CD covers in terms of art elements and design principles, content, message. Is there any relationship? Can a cultural group's contribution to society be negative as well as positive?
- Write a short essay about your favorite artist. Why do you like this person's work? Give examples.
  - Debate the validity of graphic design as opposed to the fine arts. Consider things such as ownership, originality, web ethics.
  - While considering the Webpage as a product, view a variety of webpages in terms of their aesthetics.
  - Consider the difference between color as light and color as pigment when viewing the Web pages..
  - Distinguish between print media and digital imaging, realizing the limitations and advantages of each.
  - Discuss accessing of information vs copying and using someone else's work, i.e., if you borrow someone else's idea in Japan what are the chances of someone finding out? What are the consequences?

**Unit: Graphic Arts**

| <b>Suggested Assessment Strategies</b>  | <b>Resources/Notes</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>„ Student Presentation (power point)</li> <li>„ Check lists/Rubric</li> <li>„ Research Project to include graphic student journal</li> <li>• Design an electronic evaluation sheet to generate an interpretation of the emotional response. This would help the student explore and understand the issues of aesthetics, expression, as it relates to graphic design. Some ideas that could be Included are: Has the message been successfully communicated? Does the finished end product show the effective use of the principle of unity? If so, what principles of design did the artist use? If it is not successful, what failed? What is beauty?</li> </ul> | <p>Video topics to consider:</p> <ul style="list-style-type: none"> <li>Bauhaus</li> <li>Frank Lloyd Wright</li> <li>deStijl</li> <li>Art Nouveau</li> <li>Art Deco</li> <li>Arcitectural Design (church evolution)</li> </ul> <p>Graphic Communication Text Book</p> <p>ART Book</p> <p>Clip Art</p> <p>Sample Advertisements<br/> <a href="http://www.adcritique.com">http://www.adcritique.com</a></p> |

**Unit: Graphic Arts**

**Outcomes**

*Students will be expected to*

- GA44 recognize and compare the degree of technical skill used in the final visual product
- GA45 demonstrate the ability to scrutinize visual images to determine how and why they are affective
- GA46 anticipate the application impact of certain graphic arts technologies
- GA47 review one’s own original planning strategies to determine where changes to intention occurred
- GA48 explore through application, the relationship between intention and outcome in collaborative works created on the Internet
- GA49 explain the importance of audience and messages when producing graphic works

**Elaborations-Strategies for Learning and Teaching**

- Conduct research to determine why particular art styles came about.
- Research an art movement/event/artist and create art works which emulates the intentions of that style/artist.
- Explain the importance of audience and message when producing graphic works.
- Critically evaluate design products in their own environment in terms of expressive form.
- Evaluate the relationship between intention and outcome
- Written student intentions are sealed in an envelope. Other students view it and record their reactions. The answers could be reactions to specific questions, i.e., What is function? Are the colors appropriate? What message is being communicated? Then compare the results.
- Unsigned pieces of student or professional art work are circulated around the classroom. A piece of paper is connected to it. Students are asked to write their reaction to the work and what they believe the artist’s intentions to be. Then compare results

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**Unit: Graphic Arts**

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**Suggested Assessment Strategies**

Please see Appendix A for assessment/evaluation strategies and rubrics. Please also see Section 4 Assessment and Evaluation for further information.

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AIGA (American Institute of Graphic Artists)

<http://www.aiga.org/>

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**Unit: Graphic Arts**

**Outcomes**

*Students will be expected to*

GA50 identify historical and functional aspects of letter forms and symbols

GA51 identify vocabulary that describes the components of type

GA52 apply appropriate typography vocabulary to their work

GA53 create symbolic and functional letter forms using traditional and/or electronic media

GA54 apply visual language of art in developing their compositions and layout in visual communications solutions

GA55 demonstrate how to integrate space relationships into designs

**Elaborations-Strategies for Learning and Teaching**

Identify the difference between the three basic letter forms (serif, sans serif, and slab serif).

Discuss effective ways that letter forms have been used in visual communications.

Describe the components of type and its application to visual communications including font, typeface/style, size, and spacing.

Examine the components of type in existing print media.

Identify how historical and contemporary letter forms can be changed or altered using traditional graphics tools and/or electronic media.

Strengthen their use of terminology by discussing how the industry uses both historical and contemporary letter forms.

Use typography terminology to discuss the skills that are employed by graphic designers/artists.

Design letter forms that exhibit a historic or contemporary reference with traditional graphics tools and/or electronic media.

Explore the application of elements and principles of art to composition and layout.

Critique how graphic designers/artists use elements and principles of art.

Analyze how the elements and principles of art are used in the student's own work and the work of their peers.

Examine how graphic designers/artists use positive and negative space relationships in solving design problems.

Define and integrate various space relationships in design solutions.

**Unit: Graphic Arts****Suggested Assessment Strategies**

Demonstrate the application of the three basic letter forms and discuss their appropriate use.

Integrate and synthesize the components of type into their own designs.

Create dynamic designs that emphasize type.

Use appropriate terminology in discussing how letter forms are used in the student's own designs.

Determine how to best apply a visual language to their own graphic design solutions.

Research and apply information on how graphic designers/artists use space relationships in their designs.

**Resources/Notes**

Rubrics for Web Assignments Learning Corel Presentations 8.0

This site has links to other software tutorials including Power Point

<http://www.uaex.edu/pres8/default.htm>

Link Sites for on-line Tutorials

<http://dirs.educationworld.net/cat/406404/>

<http://www.clicknlearn.com/Links/Links.htm>

The Photo Paint Place - Information and Tutorial Site

<http://www.cedesign.com/cefx/articles.html>

Graphic Design Links

<http://www.ideabook.com/newidea/newpro.htm>

Animation Factory

Over 3,000 original free animated GIFs

<http://www.animfactory.com/?AID=14657&PID=166118>

Corel Magazine Online

<http://www.corelmag.com>

Art Technology 1201 Curriculum Guide

**Unit: Graphic Arts**

**Outcomes**

*Students will be expected to*

GA56 demonstrate a knowledge of the elements and principles of art and an understanding of the influence of color on the design field

GA57 demonstrate an understanding of the use of color theory and the psychology of color in visual communications

GA58 demonstrate an understanding of the application of color in camera-ready artwork

GA59 demonstrate how visual literacy can be applied to visual communications projects

GA60 produce images that demonstrate the concept of space relationships in visual communications

GA61 demonstrate effective communication skills through the use of color theory and psychology of color

**Elaborations-Strategies for Learning and Teaching**

Recognize different color theories and how they can be applied to design.

Study the emotional impact of color in visual communications.

Describe how color impacts visual communications.

Compare different color theories and understand how to apply them to design.

Identify how graphic designers/artists use color theory and psychology of color within print and electronic media.

Compare and contrast the effectiveness of color theory and psychology of color within the print and electronic medias.

Research the creative and practical applications of color to camera-ready reproductions.

Discuss how color choices impact the message delivered to clients.

Identify the difference between tint screens and process color separations.

Create a 2-D or 3-D image that encompasses the visual language of design.

Produce a series of 2-D and 3-D graphics solutions that focuses on use of a visual language.

Create abstract designs from their environment using positive and negative space relationships.

Interpret a graphics problem using a variety of solutions.

Explore the psychology of color for its emotional effect and symbolic meaning.

Critique why artists make color choices that impact message delivery.

**Unit: Graphic Arts****Suggested Assessment Strategies**

Research and integrate the use of color psychology within a body of work.

Integrate different color theories into their own designs.

Synthesize methods and use of color theory and the psychology of color into the student's own designs.

Integrate appropriate decisions about color based on the client specifications to deliver the most powerful message.

Use a combination of 2-D and 3-D solutions to resolve an advanced design problem.

Present several different visual solutions to the same design problem.

Create a series of space relationship solutions to an advanced graphics problem.

Incorporate the psychology of color to create work with expressive and symbolic meaning.

**Resources/Notes**

Learning Corel Presentations 8.0

This site has links to other software tutorials including Power Point

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Link Sites for on-line Tutorials

<http://dirs.educationworld.net/cat/406404/>

<http://www.clicknlearn.com/Links/Links.htm>

The Photo Paint Place - Information and Tutorial Site

<http://www.cedesign.com/cefx/articles.html>

Graphic Design Links

<http://www.ideabook.com/newidea/newpro.htm>

Animation Factory

Over 3,000 original free animated GIFs

<http://www.animfactory.com/?AID=14657&PID=166118>

Corel Magazine Online

<http://www.corelmag.com>

**Unit: Graphic Arts**

**Outcomes**

*Students will be expected to*

GA62 apply appropriate color decisions based on the restrictions imposed by mass reproduction

GA63 identify how artists use color theory and the psychology of color as a structure in composition and layout

GA64 identify the visual components and the criteria of a layout

GA65 demonstrate an understanding of the safety issues and procedures in visual communications

**Elaborations-Strategies for Learning and Teaching**

Create a color design that meets specific requirements for camera-ready reproduction.

Produce a camera-ready design that uses a 2-color process with tint screens.

Create the same image in varying color schemes to illustrate how color can be expressive and symbolic.

Examine how graphic designer/artists use color theory and color psychology to enhance the communication of their idea.

Use a visual language to experiment with the interrelationships of color theory and the psychology of color in composition and layout.

Study and collect samples of composition and layout that use color theory and psychology of color.

Research how a visual language is used to organize type and images to create a layout.

Discuss how to use visual language within their own layouts.

Explore how the criteria of layout (e.g., effect of the message, organization, and viewer attraction) are used as effective marketing strategies.

Discuss how print and electronic ads use visual language and layout criteria in visual communications.

Discuss safety issues and procedures surrounding how to use traditional graphics tools and electronic media.

Review the safety issues and procedures surrounding how to use traditional graphics tools and electronic media.

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**Unit: Graphic Arts**


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**Suggested Assessment Strategies**

Produce a design with client-driven specifications and budget limitations using 1, 2, and 4-color process separations.

Prepare an innovative layout which uses color theory or the psychology of color to get a desired effect.

Develop several layouts or images that focus on color theory and the psychology of color from a historical and or contemporary perspective.

Prioritize and discuss how visual language is used to focus an audience's attention.

Research how visual language and the criteria of layout use closure, emphasis, and expression to deliver the message.

Continue to review safety issues and procedures related to visual communications.

**Resources/Notes**

Principals of Graphic Design  
 a tutorial on graphic design elements and principles  
<http://www.mundidesign.com/presentation/index2.html>

The business, creativity and technology magazine for graphic designers  
<http://www.howdesign.com/>

AIGA (American Institute of Graphic Artists)  
 information about graphic design standards and other important information about careers in graphic design.  
<http://www.aiga.org/>

**Unit: Graphic Arts**

**Outcomes**

*Students will expected to*

GA66 practice safe procedures when using traditional graphics tools and electronic media

GA67 demonstrate an understanding of the steps used to create a layout

GA68 demonstrate how to arrange type and art to create layout

GA69 demonstrate knowledge of how to present their work

GA70 create various exhibits of their work for targeted audiences

GA71 present finished projects to a targeted audience

**Elaborations-Strategies for Learning and Teaching**

Demonstrate the ability to safely use tools and equipment specific to visual communications.

Continue to demonstrate the ability to safely use specific tools and equipment related to visual communications.

Create a layout which uses the entire design process: thumbnails, roughs, rough comprehensives, and presentation comprehensives.

Develop layouts using the design process showing multiple solutions to the problem.

Redesign an existing print or electronic ad varying the type and the art.

Arrange information in an original layout by varying size, space, and color of both the type and the art.

Learn how to mat or mount work for display.

Learn about the different ways to present a body of work including portfolios, videos, slides, oral presentations, and CD-ROMs.

Critique different methods of presenting work to a targeted audience.

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**Unit: Graphic Arts**

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**Suggested Assessment Strategies**

Consistently demonstrate the ability to safely use specific tools and equipment related to visual communications.

Create an exhibition of individual work for a targeted audience.

Do an oral presentation of a project or a body of work.

Assemble a portfolio that demonstrates the ability select work objectively based on technical quality, personal style, and direction.

**Resources/Notes**

**Unit: Graphic Arts**

**Outcomes**

*Students will be expected to*

GA72 identify how historical and cultural art movements are applied in visual communications

**Elaborations-Strategies for Learning and Teaching**

Survey historical and cultural artwork using visual resources in print media (e.g. newspapers, magazines, etc.) and in telecommunications (e.g. internet television, etc.) and the impact on visual communications.

Describe how specific historical and cultural art movements have influenced and impacted mass media and society.

Discuss and analyze how historical and cultural art movements have been used to influence targeted audiences.

Analyze how artists have used their artwork to make a statement to a targeted audience.

GA73 compare the historical and traditional graphic tools and techniques to contemporary electronic media

Research and discuss the evolution of graphics tools from a historical and contemporary perspective.

Debate the need for students to learn and use both traditional graphics tools and electronic media skills in creating their work.

GA74 analyze when it is appropriate to use traditional graphics approaches or when to use electronic media skills to create visual communications projects

GA75 investigate how different universal symbols were used to express ideas in visual communications

Identify historical and cultural universal symbols (e.g., sun, water, male, female, etc.)

Explore how symbolic designs are used in visual communications (e.g. corporate logos, religious designs, political designs, etc.)

Recognize when to apply historical and cultural symbols in their correct context.

Discuss how designers/artists use symbolic designs in visual communications.

GA76 demonstrate skills using traditional graphics tools and electronic media

Explore different historical and contemporary graphics tools and electronic media used in visual communications.

Create a series of works using techniques from historical and contemporary printmaking techniques, calligraphy, illustration, and layout with traditional graphics tools and/or electronic media.

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**Unit: Graphic Arts**

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**Suggested Assessment Strategies**

Please see Appendix A for assessment/evaluation strategies and rubrics. Please also see Section 4 Assessment and Evaluation for further information.

**Resources/Notes**

**Unit: Graphic Arts**

**Outcomes**

*Students will expected to*

GA77 demonstrate an understanding of critical judgements based on both visual language and project criteria

GA78 differentiate the components of visual literacy in assessing professional visual communication designs

GA79 use visual language as a basis for critical judgements

GA80 reflect on various visual communications images and their use

GA81 evaluate and assess how their personal style is derived from cultural and environmental biases

GA82 demonstrate how criteria is established within visual communications

**Elaborations-Strategies for Learning and Teaching**

Review project criteria and visual language and apply the information to making critical judgements about specific works.

Compare and contrast different applications of visual language and a stated criteria in making critical judgements.

Review professional visual communications work using a visual language.

Rate the effectiveness of professional visual communications work for its impact on the targeted audience.

Analyze their work and that of their peers using critical judgement skills.

Design a rubric for making critical judgements of a visual communications project.

Brainstorm how different cultures define and communicate about visual images.

Appraise their personal aesthetic response to artwork and formulate an aesthetic position from which to judge art.

Discuss the nature of visual communications and how the aesthetic experience dictates how the targeted audience responds to it.

Discuss philosophical foundations of aesthetics and explore how standards of visual communications can be determined through cultural and environmental factors.

Examine and implement aesthetic criteria in analyzing their visual communications artwork.

## Unit: Graphic Arts

### Suggested Assessment Strategies

Examine their own portfolio using a stated criteria Rubric and to select a body of work that represents their most dynamic designs to form critical judgements about their work.

Justify both orally and in writing how they apply their aesthetic criteria to their own artwork.

### Resources/Notes

Oral and written communication for No. 5

- acetate
- airbrush
- billboard
- bleed
- character
- colour separation
- copy
- copy crop
- dry transfer lettering
- emboss
- family
- font
- point
- pica
- proofs
- register
- rough
- script
- serif
- grid
- half tone
- hatching
- illustration
- layout
- letterhead
- lithography
- logo
- mark-up
- overlays
- offset lithography
- paste-up
- stencil
- T-square
- text
- type
- type scale
- typeface
- typesetting

**Unit: Graphic Arts**

**Outcomes**

*Students will expected to*

GA83 demonstrate how to make aesthetic judgments about art using a visual language

GA84 understand the copyright laws, fair and ethical issues surrounding artwork, multimedia, and on-line technology

GA85 apply ethical procedures in the creation, sale, distribution, and reproduction of artwork

GA86 explore careers in visual communications

**Elaborations-Strategies for Learning and Teaching**

Survey a body of visual communications designs and specify what area of visual language is predominant in each piece.

Defend their aesthetic judgment by using a visual language.

Learn about the ethical issues surrounding the appropriation of artwork, multimedia, and on-line technology.

Understand the implications of the use of sensitive matter.

Research and discuss copyright laws and ethical issues surrounding the appropriation of artwork, multimedia, and on-line technology.

Discuss the ethical issues surrounding the appropriation of artwork, multimedia, and on-line technology.

Learn about the five basic copyright laws: reproductive, adaptive, distribution, display, and performance.

Practice ethical procedures when producing works of art.

Use appropriate contract and release forms for all work that is exhibited, loaned, published, sold, or entered into competitions.

Practice ethical procedures when producing works of art.

Use appropriate contract and release forms for all work that is exhibited, loaned, published, sold, or entered into competitions.

Become familiar with those resources that address ethical issues and the graphic designer/artist.

Examine ethical issues in visual communications and discuss how they relate to the student's own work

Become familiar with various careers in visual communications through guest speakers, field trips, videos, literature, and internet searches.

Discuss and compare several careers in the field of visual communications.

Investigate requirements needed to enter the visual communications field.

Select and research in depth a specific visual communications career.

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**Unit: Graphic Arts**


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**Suggested Assessment Strategies**

Engage in oral and written discussions that focus on the image, the viewer's interpretation, critical evaluation, the creative process, and the cultural context.

Encourage use of appropriate contract and release forms for all work that is exhibited, loaned, published, sold, or entered into competitions.

**Resources/Notes**
**Visual Concepts**

- economy, immediacy, clarity
- line
- emphasis and focal point
- proportion and scale
- figure-ground relationship
- colour
- audience

**Processes and Process-related oral and written communication**

- acetate
- airbrush
- billboard
- bleed
- character
- colour separation
- copy
- copy crop
- dry transfer lettering
- emboss
- family
- font
- point
- pica
- proofs
- register
- rough
- script
- serif

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**Unit: Graphic Arts**


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**Outcomes***Students will be expected to***Elaborations-Strategies for Learning and Teaching**

Compare and contrast two products, i.e., two cell phones, two soft drink cans, etc. and critique these two products.

- Assist students make the connection between art symbols and symbols used in other areas, i.e., math, reading, earliest forms of communication (hieroglyphics) universal symbols (no smoking) and signs (barber pole). Playing “Pictionary” or “Win, Lose or Draw” would be appropriate at this time.
- Explore the history of a specific company’s ads, i.e., Adidas or Levi, and observe the evolution. Report findings.
- distinguish between traditional and contemporary graphic design methods and examine the differences between the two (i.e., color as light and color as pigment).
- Utilizing the computer as much as possible, conduct a mini Graphic Arts work experience to include the following:
  - bring to class a man made product which will be used to analyze
  - discuss the item in terms of quality, appeal, sales, trends, symbolism, status, practical considerations, functional questions, form vs function
  - analyze the product in terms of the elements and principles of design
  - draw three thumbnail sketches of different angles of the product
  - list the product name, list the materials needed to make the product, give the size and dimensions, determine the target audience
  - render the final drawing in a variety of ways, i.e., computer, pen and ink, etc.
  - as a small group activity, evaluate each other’s product in terms of marketability, presentation, practicality, appeal, etc.
  - conclude with an assessment, reflection and presentation

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**Unit: Graphic Arts**

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**Suggested Assessment Strategies**

Please see Appendix A for assessment/evaluation strategies and rubrics. Please also see Section 4 Assessment and Evaluation for further information.

**Resources/Notes**

Play the Career Game and learn about printing and imaging industry at

<http://www.digitalcareerpath.org>

Art and Art Related Careers

<http://www.ub-careers.buffalo.edu/edo/cartcare.htm>

Graphic Arts Information Network

[http://www.gain.org/servlet/gateway/search/site\\_map.html](http://www.gain.org/servlet/gateway/search/site_map.html)

Concepts

- drawing and illustration
- cutting
- lettering
- layout, paste-up
- folding
- dry transfer
- screen printing
- block printing
- embossing
- symbols, logos
- sign making
- finishing, presentation
- folding
- scoring
- binding
- packaging

