

Introduction to Graphics Programs and Processes

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **4 weeks**
Status: **Published**

Programs and Processes- Revised June 2021

This unit is a sequenced investigation of various organizing principles using traditional and contemporary media. Students learn fundamentals of value manipulation as determinants of visual order. Elements of visual literacy provide a basis for the study of compositional fundamentals, including focal point(s), directional elements, and visual weight. We will research the programs offered in the Adobe Suite and what programs are best suited for different goals throughout different projects.

Revision Date: June 2021

Essential Questions

What are the course expectations, and how is productivity assessed?

What are the safety rules and procedures and why are they important?

How do I develop a personal style as a designer using the elements and principles of design?

How does one know if a career in graphic design is something they wish to pursue?

Students Will Know/ Will Be Skilled At

STUDENTS WILL UNDERSTAND THAT:

- There are many career opportunities in graphic design.
- Self and teacher assessment occur with teacher generated rubrics.
- Adherence to safety guidelines and procedures are the number one priority in the shop.
- Working safely protects everyone in the shop.
- Proper use of personal safety attire will prevent personal injury.
- Proper use of graphics equipment and tools are essential to preventing accidents.
- Cleanliness of equipment and tools are essential to preventing accidents.
- Proper disposal of liquid and solid waste produced in the graphics shop is essential to preventing accidents, emergencies, contamination of the shop and the environment as a whole.

STUDENTS WILL BE SKILLED AT:

- Ways to apply the different elements and principles of design.

- Generating responses to speakers and student presentations (research-based) on graphic design careers.

Learning Plan

Students will engage in learning activities such as class discussion, question and answer sessions, cooperative group projects, role-playing, critique sessions, interactive demonstrations of graphic arts techniques, etc.

Engagement in the following will occur:

- Development of a personal style as a designer using the elements and principles of design
- Application of the different elements and principles of design
- Career surveys and exploration in Graphic Arts and Design
- Learning activities and collaborations including but not limited to: poster design defining the elements and principles of design
- Safety rules and procedures for the design lab
- Collection of notes and reflections compiled in a notebook
- Investigation of career opportunities available in the field of graphic design and job descriptions and duties (illustrator, web designer, press operator, etc.)
- Reflective and responsive activities to the speakers and student presentations (research based) on graphic design careers

SEQUENCE OF TEACHING AND LEARNING EXPERIENCES, INCLUDING HOW TECHNOLOGY SUPPORTS THE INSTRUCTIONAL PROCESS

1. Teacher presentation of course information and assessment methods, such demonstrations may be done using Smart Board. 2. Discussion on safety 3. Discussion and review of the principles and elements of design 4. Pre-assessment activity exploring the elements and principles of design 5. Assessment of students' work: Group discussions, class critique, self- and teacher evaluation using rubric 6. Career exploration, such as but not limited to guest speakers, research reports, etc. 7. Student response papers to career exploration 8. Assessment of written responses: Self and teacher evaluation using rubric

Evidence/Performance Tasks

Fine and Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Presenting/ Producing, Connecting, and Responding.

Participation and assessment in learning activities such as: class discussion, question and answer sessions, cooperative group projects, role-playing, critique sessions, interactive demonstrations of graphic arts techniques, etc., and rubric based activities and assessments.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

- Collection of notes and reflections compiled in a notebook.
- Internet, SmartBoard, Guest Speakers, Research Reports, Adobe Illustrator

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

[Fine Arts Accommodations & Modifications](#)

Additional differentiation of activities may be based on individual student needs, and information stated in student IEP documents. Discussion activities may include, but are not limited to: student led, teacher led, collaborative small group, pairing and sharing, debate, etc. Class critique sessions may include, but are not limited to: oral, written, small group, full class, etc. Student presentations may include, but are not limited to: Power Point, performance, display boards, etc. Self and teacher evaluation using a rubric may include, but is not limited to: individual, collaborative, pre-conference, post-conference, etc. Use of technology will be based on individual activities (such as specific software, SmartBoard, data projector, internet, etc.) and student needs.