



AWE 3M1 - INFORMATION / CONSUMER / GRAPHIC DESIGN  
GR. 11 COLLEGE - UNIVERSITY LEVEL

# COURSE OUTLINE

**TEACHER: MS. D'ONOFRIO**

## DESCRIPTION

This course focuses on the development of creative problem solving through design. Students will be given an opportunity to use industry-standard software applications such as Adobe Photoshop, Illustrator and InDesign CS3 as well as the use of the school's cutting-edge Macintosh lab. Information and consumer design projects will revolve around logo and branding development, packaging and product design and a web-based portfolio. Students are required to have a sketchbook and a comprehensive survey of design history will also be examined.

## CONNECTION TO CATHOLIC FAITH

This course will help students address the Ontario Catholic Graduate Expectation that they become effective communicators who use and integrate the Catholic faith tradition in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

## STRANDS AND EXPECTATIONS

### CREATING AND PRESENTING

- A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;
- A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
- A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

### REFLECTING, RESPONDING, AND ANALYSING

- B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect both social and personal values;
- B3. Connections Beyond the Classroom: describe opportunities and requirements for continued engagement in visual arts.

### FOUNDATIONS

- C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.

## NEWS / UPDATES

**News # 1** - Welcome to the Information / Consumer / Graphic Design course. For policy and course expectations, please refer to the course outline. This can also be accessed through the NOMAD website.

**News # 2** - In order to secure your work, every student enrolled in the course will be given a harddrive space at your local computer that will be password protected.

You will need to use your GAFE account for everything in this course (especially for file storage).

## IMPORTANT DATES

**After 1 week** - All student accounts must be setup by then. For technical difficulties, please see your teacher. Your account user name and password is local to this course only. Please do not use your school ID and do not share your password to anyone else.

TIMELINE	UNITS OR TOPICS OF STUDY
10 HRS	<p><b>Unit 1 - POINT, LINE, PLANE / RHYTHM &amp; BALANCE</b></p> <p>This first unit will tackle the basics of design elements such as point, line, plane, rhythm &amp; balance. These components will help to build a foundation of understanding how design is connected to the elements of art. Exercises include sketches in sketchbook. An emphasis on planning is the essence of this first unit.</p>
10 HRS	<p><b>Unit 2 - SCALE / TEXTURE</b></p> <p>This second unit will tackle the basics of design elements such as scale &amp; texture. These components will help to build a foundation of understanding how contrast through these elements affect any design. Exercises include sketches in sketchbook. An introduction to Adobe Illustrator begins.</p>
10 HRS	<p><b>In-Class Project 1 - VISUAL COMMUNICATION PROJECT</b></p> <p>For the first in-class project, students will be introduced to the theoretical and production aspects of communication design. Students are expected to complete pre-production planning in an effort to develop a series of custom symbols.</p>
30 HRS	<p><b>History - DESIGN FROM THE 1900 - 1960</b></p> <p>This history component will cover design from c. 1900 - 1960. Studying the development of design is critical to the success of any designer. These historical elements may be spread out throughout the semester. A first semester test &amp; final exam includes everything studied from design history.</p>
10 HRS	<p><b>Unit 3 - COLOUR &amp; FIGURE / GROUND</b></p> <p>This third unit will tackle the basics of design elements such as colour, figure &amp; ground. These components will help to build a foundation of understanding how these elements affects text and images. Exercises include preliminary sketches in sketchbook. An introduction to Adobe Photoshop begins while the use of Illustrator continues.</p>
10 HRS	<p><b>Unit 4 - FRAMING / HIERARCHY</b></p> <p>This fourth unit will tackle the basics of design elements such as framing &amp; hierarchy. These components will help to build a foundation of understanding how these elements affects text and images. Exercises include sketches in sketchbook. The use of Adobe Photoshop &amp; Illustrator continues.</p>
10 HRS	<p><b>In-Class Project 2 - MADD ANTI-DRUGS / ANTI-DRINKING AND DRIVING PSA</b></p> <p>For the second in-class project, students will be introduced to the complex world of advertising. For this project, you must design an effective campaign for OSAID / MADD and AllState Insurance.</p>

**TIMELINE****UNITS OR TOPICS OF STUDY****20 HRS****CPT: DESIGN EXCHANGE GRAPHIC DESIGN CHALLENGE**

For the final in-class project, a personalized design for an existing literary work or textbook must be made for the Design Exchange Sears' Design competition for this year.

**1.5 HRS****FINAL EXAM**

This final exam will include elements and concepts, colour theory, advertising principles and design history.

**EVAL %****ASSESSMENT & EVALUATION BREAKDOWN****TERM WORK (70% TOTAL OF FINAL MARK)**

10 %	KNOWLEDGE / UNDERSTANDING
10 %	THINKING / INQUIRY
20 %	COMMUNICATION
30 %	APPLICATION

**SUMMATIVE (30% TOTAL OF FINAL MARK)**

15 %	EXAM
15 %	CPT

Assessment and Evaluation Strategies: classroom presentations, conferences, essays, response journals, demonstrations, interviews, learning logs, quizzes, tests, and exams, observations, performance tasks, portfolios, question and answers, self-assessment.

Assessment and Evaluation Tools: Checklists, exemplars, rating scales, rubrics, metacognition, self and peer assessment, anecdotal notes.

**LEARNING SKILLS****RESPONSIBILITY**

- Fulfills responsibilities and commitments within the learning environment.
- Completes and submits class work, homework, and assignments according to agreed-upon timelines.
- Takes responsibility for and manages own behaviour.

**ORGANIZATION**

- Devises and follows a plan and process for completing work and tasks.
- Establishes priorities and manages time to complete tasks and achieve goals.
- Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.

**INDEPENDENT WORK**

- Independently monitors, assesses, and revises plans to complete tasks and meet goals.
- Uses class time appropriately to complete tasks.
- Follows instructions with minimal supervision.

**COLLABORATION**

- Accepts various roles and an equitable share of work in a group
- Responds positively to the ideas, opinions, values, and traditions of others.
- Builds healthy peer-to-peer relationships through personal and media-assisted interactions.
- Works with others to resolve conflicts and build consensus to achieve group goals.
- Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.

**INITIATIVE**

- Looks for and acts on new ideas and opportunities for learning.
- Demonstrates the capacity for innovation and a willingness to take risks.
- Demonstrates curiosity and interest in learning.
- Approaches new tasks with a positive attitude.
- Recognizes and advocates appropriately for the rights of self and others.

**SELF-REGULATION**

- Sets own individual goals and monitors progress towards achieving them.
- Seeks clarification or assistance when needed.
- Assesses and reflects critically on own strengths, needs, and interests.
- Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.
- Perseveres and makes an effort when responding to challenges.

N.B. Additional Information Found in Student's School Agenda/Board Policy: Lates, Absences and Missed Assignments follow the YCDSB Assessment & Evaluation Guidelines, in compliance with the Ministry of Education Policy on Assessment, Evaluation and Reporting.

Title of Textbook: \_\_\_\_\_ Replacement Cost: \_\_\_\_\_

Name of Teacher: \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

# SEMESTER AT A GLANCE (AWE3M1)

MONTH S1 / S2	SOFTWARE	LESSON	ASSIGNMENTS/ ACTIVITY	TEST / EXAM
<b>September / February</b>	<ul style="list-style-type: none"> <li>- Mac OSX</li> <li>- Adobe Illustrator</li> </ul>	<ul style="list-style-type: none"> <li>- Unit 1: Point, Line, Plane / Rythm &amp; Balance.</li> <li>- Learning the Mac environment.</li> <li>- How to access account / save work using GAFE.</li> <li>- Sketching &amp; thumbnailing.</li> </ul>	<ul style="list-style-type: none"> <li>- Communication 101: Say what you mean and mean what you say.</li> <li>- Visual exercises (Black Squares, Black and White &amp; Roadsigns).</li> </ul>	
<b>October / March</b>	<ul style="list-style-type: none"> <li>- Adobe Illustrator</li> </ul>	<ul style="list-style-type: none"> <li>- Unit 2: Scale / Texture.</li> <li>- Intermediate Illustrator: pen tool and type manipulation.</li> <li>- Design History.</li> </ul>	<ul style="list-style-type: none"> <li>- How to plan and sketch ideas (thumbnails &amp; more!).</li> <li>- Project # 1: Design a custom symbols inventory</li> </ul>	
<b>November / April</b>	<ul style="list-style-type: none"> <li>- Adobe Illustrator</li> <li>- Adobe Photoshop</li> </ul>	<ul style="list-style-type: none"> <li>- Unit 3: Colour &amp; Figure / Ground. Colour Theory.</li> <li>- Advanced Illustrator: pen tool and type manipulation.</li> <li>- Photoshop basics &amp; digital photography.</li> <li>- Design History.</li> </ul>	<ul style="list-style-type: none"> <li>- Create you color maps / diagrams.</li> <li>- How to plan and sketch ideas (thumbnails &amp; more!).</li> <li>- Project # 2: MADD / AllState PSA</li> </ul>	
<b>December / May</b>	<ul style="list-style-type: none"> <li>- Adobe Illustrator</li> <li>- Adobe Photoshop</li> </ul>	<ul style="list-style-type: none"> <li>- Unit 4: Framing / Hierarchy.</li> <li>- Design in the Digital Age.</li> <li>- Design History.</li> </ul>	<ul style="list-style-type: none"> <li>- Photoshop Tutorials</li> </ul>	
<b>January / June</b>	<ul style="list-style-type: none"> <li>- Adobe Illustrator</li> <li>- Adobe Photoshop</li> </ul>	<ul style="list-style-type: none"> <li>- Putting it all together.</li> <li>- CPT.</li> </ul>	<ul style="list-style-type: none"> <li>- How to plan and sketch ideas (thumbnails &amp; more!).</li> <li>- CPT: DX Graphic Design</li> <li>- Exam Review</li> </ul>	<ul style="list-style-type: none"> <li>- Final Exam (Date TBD).</li> </ul>