DESCRIPTION

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of projects through lab work that may visual communications, typography, digital colour theory, as well as the creation of communication artefacts, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

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.

TIMELINE	UNITS OR TOPICS OF STUDY

10 HRS

Unit 1 - POINT, LINE, PLANE / RHYTHM & BALANCE

This first unit will tackle the basics of design elements such as point, line, plane, rhythm & 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.

10 HRS

Unit 2 - SCALE / TEXTURE

This second unit will tackle the basics of design elements such as scale & 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.

10 HRS

In-Class Project 1 - VISUAL COMMUNICATION PROJECT

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 visual communications exercises.

30 HRS

Design History

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 & final exam includes everything studied from design history.

10 HRS

Unit 3 - COLOUR & FIGURE / GROUND

This third unit will tackle the basics of design elements such as colour, figure & 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.

10 HRS

Unit 4 - FRAMING / HIERARCHY

This fourth unit will tackle the basics of design elements such as framing & 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 & Illustrator continues.

10 HRS

In-Class Project 2 - MUSIC PROMOTIONAL / BRANDING PROJECT

For the final project, students will be introduced to the world of branding, product package and music promotion. Each student will be tasked to design a music festival poster.

TIMELINE	UNITS OR TOPICS OF STUDY

20 HRS

CPT - TYPOGRAPHY DESIGNER PROJECT

For the final project, students will delve into a research-based project by creating an information poster about their chosen typeography designer (both living and dead). There will be a requirement to use both Photoshop and Illustrator to create this body of work.

7 HRS

FINAL EXAM + IN-CLASS ACTIVITY

This final in-class activity will include design elements and concepts discussed in class throughout the semester. This semester-end activity will take place in the classroom during the designated exam day.

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)

10 %	IN-CLASS EXAM (APPLICATION TASK)
20 %	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,

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

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.

SEMESTER AT A GLANCE (ASM3M1)

MONTH	SOFTWARE	LESSON	ASSIGNMENTS/ ACTIVITY	BREAK / EXAM
Sept / February	- Mac OSX - Adobe Illustrator	**Unit 1: Point, Line, Plane / Rythm & Balance** • Learning the Mac environment • How to scan sketches • Illustrator basics	• Communication 101: Say what you mean and mean what you say • Visual exercises • How to plan and sketch ideas (thumbnails & more!)	
Oct / March	- Adobe Illustrator	**Unit 2: Scale /Texture** • Intermediate Illustrator: pen tool and type manipulation • Branding / Identity / Logo design • Design History	• Visual exercises • How to plan and sketch ideas (thumbnails & more!) • **Project # 1: Visual Communications exercises (visual puns, wordplays)**	
Nov / April	- Adobe Illustrator - Adobe Photoshop	**Unit 3: Colour & Figure / Ground. Colour Theory** • Advanced Illustrator: pen tool and type manipulation • Photoshop basics & digital photography • Design History	• Create you color maps / diagrams • How to plan and sketch ideas (thumbnails & more!) • **Project # 2: Ready, Set & Create for York Region Health PSA**	
Dec / May	- Adobe Illustrator - Adobe Photoshop	**Unit 4: Framing / Hierarchy** • Package Design in the Digital Age • Design History	• Photoshop Tutorials for music marketing material / packaging & merchandising	
Jan / June	- Adobe Illustrator - Adobe Photoshop	**Putting it all together** • Introduction to package design • CPT	• How to plan and sketch ideas (thumbnails & more!) • **CPT: Music Marketing Project**	**EXAM: In-class application task (Date TBD)**