Course Overview: What is Graphic Art all about?

This course is designed to give students an understanding of and practical application of Adobe InDesign CC, basic Adobe Photoshop CC techniques and the offset printing press. Adobe InDesign CC is one of the most powerful layout programs for professional desktop publishers and graphic designers. This is the process of creating documents that look like a professionally designed and printed product, which includes inserting: photos, graphics and line drawings for the text copy. Students will produce and will be assessed on many projects that include creating an original layout for a newsletter, catalogue, logos and brochures as well as designing and crafting effective promotional pieces, publications and digital art. In addition, students gain foundational knowledge of the processes behind commercial printing operations and scanning techniques. Students will learn, applications in Adobe InDesign CC, Adobe Acrobat, Adobe Bridge and also applications in ilife: (iPhoto, iTunes, and Photo Booth).

Units and Activities: What will we be learning about and doing in this course?

Throughout this course we will identify new and definitive ways to solve thought provoking visual problems. We all see the world in very different ways and we allow the outside world to influence and activate our internal thinking. We will be motivated to artistic expressions as we reflect on the world around us.

Students are expected to:
- be receptive to new ideas; the seeds from which new experiences grow
- be flexible
- take risks while avoiding limitations
- aim for surprise and work hard to achieve excellence

Below is an outline of the units for this course. This syllabus is organic in nature and the following units may change to best meet the needs and interests of our class.
COURSE OUTLINE:

- Getting to Know you Mac
- Safety/Storage/File Size/Copyright Laws
- Typography
- Photoshop - First Checkpoint Summative
- Vector Art
- Illustrator - Second Checkpoint Summative
- Spreads
- InDesign - Third Checkpoint Summative
- Pulling it all together
- Printing
- Final Project - Fourth Checkpoint Summative

Standards: What knowledge and skills will I gain by the end of this course?

Anchor Standards: This course will assess the knowledge and skills students build in key Anchor Standards. A student will have multiple opportunities to show their proficiency in each Anchor Standard. Below, each Anchor Standard for this course is named and described.

Create: Use the artistic process to conceive and develop new artistic ideas and work.
Present: Demonstrate the ability to effectively interpret and share artistic work.
Respond: Understand and evaluate how specific arts convey meaning.
Connect: Connect artistic ideas and works of art with personal and external meaning.

Course Standards: This course builds student knowledge and skill using the Visual arts standards. The course standards for HS Graphic Art are:

1. Create: Envision: Use multiple approaches to begin creating a work such as planning, exploration and thumbnails
2. Create: Refinement: Make a work that is resolved and shows evidence of revisions and refinement. I revise, refine, discuss choices in response to feedback.
4. Create: Stretch and Explore: Challenge myself to explore new ideas or try out new media. I demonstrate a willingness to innovate and experiment.
5. Create: Engage and Persist: Actively and mindfully engage in class activities. I develop the focus conducive to working and persevering at art tasks.
6. Create: Express: Artwork communicates an idea, feeling or personal meaning. I consider other viewers.
7. Present: I demonstrate craftsmanship with my exhibition. I consider the most appropriate way to exhibit the work based on context.
8. Respond: Describe: I can describe a piece of art without resorting to opinion and my description provides a clear picture of the work.
9. Respond: Observe: I attend to visual contexts more closely than ordinary looking requires, and thereby see things that otherwise might not be seen.
10. Connect: Connect artistic ideas and works of art with personal and external meaning.
Assessment of Learning

Assessment Types:
Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

**Formative Assessments:** Formative = Forming my knowledge and skills. Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

**Summative Assessments:** Summative = Summation of my knowledge and skills. Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.

**Habits of Work for Learning:** Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

Assessment Scoring:

<table>
<thead>
<tr>
<th>CREATE:</th>
<th>Use the artistic process to conceive and develop new artistic ideas and work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.0* 1.3* 1.7* 2.0 2.3 2.7 3.0 3.3 3.7 4.0</td>
</tr>
<tr>
<td>NC* NC* NC* C  C+ B- B B+ A- A</td>
<td></td>
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<tr>
<td>Beginning Approaching Proficient Distinguished</td>
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**Create: Envision**
- I can list different stages of the artistic process.
- I can recognize different approaches to beginning and continuing a creative endeavor.
- I can use multiple approaches to begin creating a work such as planning, exploration and thumbnails.
- I imagine and practice many ideas and approaches before and during my art making. I can picture what cannot be directly observed and can imagine possible next steps in making a piece.
<table>
<thead>
<tr>
<th>Create: Refinement</th>
<th>I can ask the instructor for feedback on how to revise artwork.</th>
<th>I can make a work that shows evidence of revisions and refinement but additional work or editing is needed. I can ask for feedback based on specific criteria.</th>
<th>I can make a work that is resolved and shows evidence of revisions and refinement. I revise, refine, discuss choices in response to feedback.</th>
<th>I can reflect on, re-engage, revise and refine artwork considering not only feedback, but also traditional and contemporary criteria and personal vision.</th>
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</thead>
<tbody>
<tr>
<td>Create: Develop craft</td>
<td>I can list tools and identify materials and techniques. I can identify various safe and unsafe procedures within the context of art.</td>
<td>I can use tools and materials. I apply technique but it is inconsistent. I am inconsistent in my maintenance of my studio space and materials.</td>
<td>I can properly use tools and materials. I execute technique with skill. I maintain a clean and safe studio environment with care for my space and materials.</td>
<td>I can intentionally select tools and materials to support an intended idea. I execute technique with skills to communicate my ideas. I can take initiative to support the studio environment beyond taking care of my own materials and space.</td>
</tr>
<tr>
<td>Create: Stretch and Explore</td>
<td>I can recall instructions, parameters and possible artistic choices and approaches.</td>
<td>I experiment with new ideas or media but my finished work demonstrates little growth.</td>
<td>I challenge myself to explore new ideas or try out new media. I demonstrate a willingness to innovate and experiment.</td>
<td>I take risks in my art making and learn from my mistakes. Through experimentation and practice I both demonstrate and question my background knowledge.</td>
</tr>
<tr>
<td>Create: Engage and Persist</td>
<td>I have difficulty engaging in class activities and managing my time. I let my art making problems take over my artwork and my artwork lost focus as a result.</td>
<td>I can respectfully engage in class activities but may not use my time effectively. I let my art making problems influence my work and focus.</td>
<td>I actively and mindfully engage in class activities. I develop a focus conducive to working and persevering at art tasks.</td>
<td>I challenge myself to embrace my art making problems and develop a distinct focus within my work. When facing problems I seek advice and feedback from others.</td>
</tr>
<tr>
<td>Create: Express</td>
<td>It is not clear what my work communicates or how it reflects me. There is no awareness of other viewers.</td>
<td>I can make a piece of work using some aspects of design, and I understand how intention might be considered</td>
<td>My work communicates an idea, feeling or personal meaning. I consider other viewers.</td>
<td>My work clearly conveys an idea, feeling or personal meaning. My work demonstrates an awareness of other viewers.</td>
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</table>

*Scores in the “Beginning range” are well below proficient and thus they are below passing.*

| PRESENT: | Demonstrate the ability to effectively interpret and share artistic work |
|---|---|---|---|---|---|
| 1.0* | 1.3* | 1.7* | 2.0 | 2.3 | 2.7 | 3.0 | 3.3 | 3.7 | 4.0 |
| NC* | NC* | NC* | C | C+ | B- | B | B+ | A- | A |

**Beginning** | **Approaching** | **Proficient** | **Distinguished**

**Present:** I choose work for presentation. I adequately prepare my work for presentation, based on limited criteria. In presenting work, I demonstrate care and craftsmanship. With guidance, I consider the most appropriate way to exhibit the work based on context and audience. I independently make creative, thoughtful and appropriate choices when presenting artwork based on context and audience.
**RESPOND:**

<table>
<thead>
<tr>
<th>Understand and evaluate how specific arts convey meaning</th>
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<td>1.0*  1.3*  1.7*  2.0  2.3  2.7  3.0  3.3  3.7  4.0</td>
</tr>
<tr>
<td>NC*  NC*  NC*  C  C+  B-  B  B+  A-  A</td>
</tr>
</tbody>
</table>

**Respond:**

<table>
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<tr>
<th>Describe</th>
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<tr>
<td>I can identify discipline-specific terms.</td>
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<tr>
<td>I can describe using discipline-specific terms.</td>
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<tr>
<td>I can describe a piece of art without resorting to opinion and my description provides a clear picture of the work.</td>
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<tr>
<td>I use descriptive evidence to analyze, interpret and evaluate a work of art using discipline specific knowledge and vocabulary.</td>
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<table>
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<tr>
<th>Observe</th>
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<tbody>
<tr>
<td>I use common symbols and assumptions to understand and produce works of art.</td>
</tr>
<tr>
<td>I respond to, observe and produce works of art based on what I already know.</td>
</tr>
<tr>
<td>I attend to visual contexts more closely than ordinary looking requires, and thereby see things that otherwise might not be seen</td>
</tr>
<tr>
<td>I demonstrate the understanding that personal experience or intent can influence what is closely observed or expressed.</td>
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**CONNECT:**

<table>
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<th>Connect artistic ideas and works of art with personal and external meaning</th>
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</table>

**Connect:**

<table>
<thead>
<tr>
<th>Understand Art world</th>
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<tbody>
<tr>
<td>I know that there is a relationship between art and culture.</td>
</tr>
<tr>
<td>I can name and describe examples of the relationships between art and culture.</td>
</tr>
<tr>
<td>I can clearly express the relationship between artistic ideas and historical or cultural context.</td>
</tr>
<tr>
<td>I can understand and articulate how culture, time, and place influence both the contemporary and historical art world, as well as personal practices.</td>
</tr>
</tbody>
</table>

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**HOWL Scoring:**

HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

**How is my Overall Course Grade Determined?**

Overall course grades will be reported as letter grades and will be comprised of:

- Formative & Summative Scores: 95%
- HOWLs: 5%
Communication:

How Do I Know My Grades?
- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
  - By monitoring the grades sent home quarterly through report cards

Where Can I Find This Syllabus during the School Year?
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

How Do I See What’s Due?
- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students.

How Do I See What’s Past Due?
- If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

Best Way to Contact Me: sgravel@wcsu.org

Materials:
1. Students should keep a folder with handouts
2. Students will be issued a sketchbook
3. Students will need a USB flash drive with at least 2GB of space on it

Schoolwide Procedures:

Due Dates and Deadlines: This class will follow the procedures outlined in the student handbook

Extra Credit/Retaking Assessments: This class will follow the procedures outlined in the student handbook

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook

Mrs. Gravel’s Art Room Expectations

Be Respectful
- Everyone has the right to be heard. Listen thoughtfully and wait for your turn to speak.
- Keep your body and supplies in your own space.
• Use the art room materials and supplies for their intended purpose.
• Feedback on artwork should be thoughtful and helpful.
• Don’t touch anyone else’s work without permission.

**Be Responsible**

• Ask for clarification if you don’t understand something.
• Make up missed work when you are out.
• Be helpful. Put supplies away. They are *our* supplies and we are *all in charge* of keeping the room in great shape.
• Complete your work to the best of your ability.
• Put your name and date on your work.

**Be Engaged**

• Be working when you are in class. This is your studio time.
• Earbuds out and voices off when instructions are being given.
• Ask clarifying questions.
• Walk in the classroom.
• Stay seated.
• Ask permission to leave the room.

**Consequences**

1. Warning
2. Private Conversation
3. Letter and Call Home to Parents

* Any unsafe or dangerous behavior will result in immediate dismissal from class to the office.
* Continual rule breaking can result in dismissal from class and a conference with parents and administration

**Teacher Contact Information:** If you have any questions about the structure or grading of this course, feel free to call (802-457-1317 ext 1127) or email: sgravel@wcsu.org

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I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): ________________________________

Student Signed: ________________________________ Date: __________________

Parent/Guardian name (printed): ________________________________
Parent Signed: ______________________________________  Date: ____________________