



CROCUS PLAINS REGIONAL SECONDARY SCHOOL COURSE OUTLINE AND ASSESSMENT GUIDE

Course Name: *GDA10S Exploration of Graphic Design*

Teacher's Name: George van der Walt & Brae Forbes

Contact Information: vanderwalt.george@bsd.ca & forbes.brae@bsd.ca

Course Description: This course is designed for high school students who are considering a career or further education in the graphic design field. Students will begin to focus on basic design theory, the design process, and their practical application. This optional course is intended for students wishing to explore graphic design. Students will be encouraged to think creatively as they solve basic design challenges.

Text/Other Resources: Adobe Training and Tutorial sites, textbook *Graphic Design School*, textbook *Graphic Design Exercise Book*, textbook *Graphic Design: The New Basics*.

Units of Study

Unit Title	Learning Outcomes	Assessment Plan	Proposed Time (Based on ~ 75 school days)
Employability	Demonstrate regular and punctual attendance. Demonstrate the ability to communicate respectfully and effectively with teachers, supervisors, co-workers, and students. Demonstrate accountability by taking responsibility for their actions. Demonstrate adaptability, initiative, and effort. Demonstrate teamwork skills. Demonstrate the ability to stay on task and effectively use time in class and work environments. Demonstrate the responsible use of technology.	<u>Formative Assessment</u> Assessment may include: Class discussion Small projects Reflection activity <u>Summative Assessment</u> In each assignment	1 days and ongoing throughout course
Creativity	Discuss and define creativity. Demonstrate creativity.	<u>Formative Assessment</u> Assessment may include: Observation Class discussion <u>Summative Assessment</u> In each assignment	1 day and ongoing throughout course

Tools, Equipment & Materials	<p>Identify various categories of software (e.g., page layout, image manipulation, and illustration) used in the graphic design industry.</p> <p>Use industry standard software at a basic level.</p> <p>Identify, select, use and manage equipment, including industry standard hardware and devices.</p> <p>Identify, select, use and manage materials.</p> <p>Identify substrates and their sizes.</p>	<p><u>Formative Assessment</u> Assessment may include: Class discussion Small projects Reflection activity</p> <p><u>Summative Assessment</u> In each assignment</p>	5 days and ongoing throughout course
The Design Process	<p>Identify and apply the steps in the design process:</p> <ol style="list-style-type: none"> 1. Identify the design challenge. 2. Research design solutions. 3. Conceptualize design solutions. 4. Refine design concepts. 5. Create design solutions. 6. Present design solutions. 7. Implement design solutions. <p>Evaluate design solutions.</p>	<p><u>Formative Assessment</u> Assessment may include: Class discussion Small projects Reflection activity</p> <p><u>Summative Assessment</u> Assignment</p>	ongoing throughout course
Elements of Design	<p>Identify and incorporate the elements of design, including:</p> <ul style="list-style-type: none"> • Line • Shape • Colour • Texture • Value • Space • Colour 	<p><u>Formative Assessment</u> Assessment may include: Class discussion Small projects Reflection activity</p> <p><u>Summative Assessment</u> Assignment</p>	20 days / ongoing throughout course

Principles of Design	<p>Identify and incorporate the principles of design, including:</p> <ul style="list-style-type: none"> • Unity / Harmony • Proportion • Balance • Contrast • Emphasis • Direction • Rhythm • Pattern • Repetition • Variety <p>Identify the principles of design found in pre-existing materials.</p> <p>Describe the use of the principles of design found in pre-existing materials.</p> <p>Apply the principles of design in the creation of a layout.</p>	<p><u>Formative Assessment</u> Assessment may include: Class discussion Small projects Reflection activity</p> <p><u>Summative Assessment</u> Assignment</p>	15 days/ ongoing through out course
Layout & Composition	<p>Demonstrate an understanding of the place of layout and composition in the graphic design process.</p> <p>Discuss how the principles of design are applied in layout and composition.</p> <p>Apply the principles of design in the creation of a layout.</p>	<p><u>Formative Assessment</u> Assessment may include: Class discussion Small projects Reflection activity</p> <p><u>Summative Assessment</u> Assignment</p>	10 days/ ongoing through out course
Typography	<p>Describe the anatomy of type and their applications.</p> <p>Describe type classifications and their applications.</p> <p>Discuss typographical solutions.</p> <p>Use typography to effectively communicate a message.</p>	<p><u>Formative Assessment</u> Assessment may include: Class discussion Small projects Reflection activity</p> <p><u>Summative Assessment</u> Assignment</p>	20 days/ ongoing through out course

Drawing & Illustration	Describe the differences between raster and vector formats. Discuss the relationship between seeing and drawing. Apply introductory drawing techniques. Demonstrate a basic ability to draw from observation.	<u>Formative Assessment</u> Assessment may include: Class discussion Small projects Reflection activity <u>Summative Assessment</u> Assignment	15 days/ ongoing through out course
Interactive Graphic Design	Define interactive design. Define static and dynamic interactive design. Demonstrate awareness of interactive design (i.e. interactive web page, app, game, e-publication, etc.) Create a basic interactive design. (i.e. interactive, web page, app, game, e-publication, etc.)	<u>Formative Assessment</u> Assessment may include: Class discussion Small projects Reflection activity <u>Summative Assessment</u> Assignment	10 days/ ongoing throughout course

Assessment Guidelines

There are various purposes for assessment:

- ☐ Assessment *for* learning (**formative assessment**): where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students.
- ☐ Assessment *of* learning (**summative assessment**): where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Course Evaluation Structure:

Your final mark will be based 100% on the summative assessment of your term work.

Employability Skills: 5%

Projects: 80%

Final Project/ Portfolio 15%

All assignments must be complete at the end of the semester to obtain all the objectives and earn the credit.

-
- Grade 9-10: All assignments will be taken in and graded at the required due dates, and any assignments not submitted will be marked as NHI0 on PowerSchool. After the original deadline, students will be given a “Last Chance” extension. (parents will be contacted at this time)
- The student will develop an agreement with the teacher to complete the work.
- Were possible the student will be required to complete missing work during school time or at lunch or after school within a supervised setting in accordance with school division policy.
- If this date (“Last Chance”) is missed, then the assignment will not be accepted the student receives a mark of 0 (zero)
- If a student wants an extension on the due date of an assignment, the student needs to email the teacher in advance (during school hours) to get permission to get an extension on an assignment.
- Students need to be aware that: Submitting assignments late influences the “Employability Evaluation” marking category.
- Final Assignments will have a due date and cannot be extended.

Mobile device

Mobile devices are NOT to be used during instructional time.

Hats

No hat allowed in class

Backpacks

No backpacks allowed in class

Academic Dishonesty

Academic Dishonesty will not be tolerated, this includes use of AI (Artificial Intelligence) for the creation of work, handing in other students work, etc.