



CROCUS PLAINS REGIONAL SECONDARY SCHOOL COURSE OUTLINE AND ASSESSMENT GUIDE

Course Name: *GDA10S Exploration of Graphic Design*

Teacher's Name: George van der Walt

Contact Information: vanderwalt.george@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	<p>Demonstrate regular and punctual attendance.</p> <p>Demonstrate the ability to communicate respectfully and effectively with teachers, supervisors, co-workers, and students.</p> <p>Demonstrate accountability by taking responsibility for their actions.</p> <p>Demonstrate adaptability, initiative, and effort. Demonstrate teamwork skills.</p> <p>Demonstrate the ability to stay on task and effectively use time in class and work environments.</p> <p>Demonstrate the responsible use of technology.</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>	1 days and ongoing
Creativity	<p>Discuss and define creativity.</p> <p>Demonstrate creativity.</p>	<p><u>Formative Assessment</u> Assessment may include: Observation Class discussion</p> <p><u>Summative Assessment</u> In each assignment</p>	1 day and ongoing

<p>Tools, Equipment & Materials</p>	<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 <u>Summative Assessment</u> In each assignment</p>	<p>5 days and ongoing</p>
<p>The Design Process</p>	<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 <u>Summative Assessment</u> Assignment</p>	<p>ongoing</p>
<p>Elements of Design</p>	<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 <u>Summative Assessment</u> Assignment</p>	<p>20 days</p>

<p>Principles of Design</p>	<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>	<p>15 days</p>
<p>Layout & Composition</p>	<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>	<p>10 days</p>
<p>Typography</p>	<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>	<p>20 days</p>

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

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.

Learning Behaviours

Assessment and reporting of learning behaviors will be according to the Brandon School Division Learning Behaviors Rubric.