

“Don’t wait for inspiration. It comes while one is working.” -Henri Matisse

Beginning Graphic Design Course Syllabus V401401

Instructor: Ms. Linn

Location: Highland Park Senior High School, Room 0159

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I. Course Summary

Aims of this course are to enable students to:

- develop skills specific to the discipline
- engage in a process of exploration and self discovery
- make purposeful connections between investigation and practice
- respond to and reflect on art

In this beginning graphic design course students use a wide range of design thinking and visual communication in the production of assigned projects exploring the MYP aims. This class is designed to teach basic knowledge needed for a career in Graphic Design. The International Baccalaureate (IB) learner profile will be followed throughout the year. Art students work both cooperatively and individually will have opportunities to research, identify and discuss issues; to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate artwork. The arts are a powerful medium for the exploration of the human condition, our society and our world. Examining our world through the arts will help students to become inquirers, knowledgeable, thinkers, communicators, principled, open minded, risk takers, balanced, caring and reflective.

II. Units of Study: Units, Benchmarks, Activities, Assessments, Study, and Lessons may be resequenced to meet student or class needs. Time may not permit instruction for all units.

- Unit 1 Its a Can of Beans: How do separate parts make a whole?
- Unit 2 Poster Design: How do I present ideas to a specific audience?
- Unit 3 Logo Design: How do I simplify an idea and not lose the message?
- Unit 4 Designing for a Client: How do I collect and communicate ideas clearly?

III. State Standards & MYP Criteria

MYP Levels: limited (1–2), adequate (3–4), substantial (5–6), excellent (7–8)

Letter Grades: limited (D), adequate (C), substantial (B), excellent (A)

State Standards	MYP Criteria
<p>Create (investigate, plan, make, responsibly, refine)</p> <p>5.9.2.2.1 Collectively or individually apply inquiry methods of observation and research to investigate an idea.</p> <p>5.9.2.2.2 Explore and plan themes, ideas, concepts, or styles</p> <p>5.9.2.3.1 Synthesize visual literacy strategies and conceptual intent to create artwork for a specific purpose</p> <p>5.9.2.3.2 Balance freedom and ethical responsibility in the use of intent to create artwork for a specific purpose</p> <p>5.9.2.4.1 Engage in constructive critique with peers, then reflect on , revise and refine works of art to improve one’s original artistic intent.</p>	<p>Criteria A: Investigating</p> <p>i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry</p> <p>ii. critique an artwork or performance from the chosen movement or genre</p>

<p>Present (display, justify, impact) 5.9.3.5.1 Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place, including an artist statement.</p> <p>5.9.3.6.1 Analyze, critique, and justify artwork in an artist statement for a collection or portfolio presentation</p> <p>5.9.3.6.2 Analyze relationships between artists, artwork, and audience for impact of presentation</p>	<p>Criteria B: Developing i. practically explore ideas to inform development of a final artwork or performance ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.</p>
<p>Respond (interpretations, influences, comparisons) 5.9.4.7.1 Construct multiple interpretations of an artwork</p> <p>5.9.4.8.1 Evaluate the impact of an artwork to influence ideas, feelings, and behaviors of specific audiences.</p> <p>5.9.4.8.2 When encountering artwork(s), synthesize one's own evaluation of artwork(s) with a different evaluation of the same artwork(s)</p>	<p>Criteria C: Creating i. create an artwork.</p>
<p>Connect (ilife with art, impact of art) 5.9.5.9.1 Synthesize knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art.</p> <p>5.9.5.10.1 Appraise the impact of art, and artist, or a group of artists on the beliefs, values, and behaviors of a society.</p>	<p>Criteria D: Evaluating i. appraise their own artwork or performance ii. reflect on their development as an artist.</p>

IV. Texts

Scholastic Arts Magazine Class Handouts, Online Readings and Tutorials

V. Methodology *In IB MYP, teachers work collaboratively to develop a variety of techniques, focusing on Global Contexts, especially critical thinking and reflection. Students take responsibility for their learning through individual and group work, addressing unit and guiding questions, expanding on their critical thinking skills, and building on their self-advocacy.*

VI. Methods of Assessment

Summative 70% Students will engage in one or more summative assessment for each unit, which will show knowledge of the content studied.

Formative 30% Students will also engage in formative assessments for each unit, which will help students develop skills and knowledge, and indicate progress toward the summative assessments given.

VII. Other Course Info

Class Expectations:

Safe, Respectful, and Responsible

It is important that each student comes to class on time each day prepared to learn, work hard, participate, help other students, and advocate for him/herself when help is needed. Additionally, it is important to be organized, proactive, mature, and to have a good attitude. In order to have a comfortable classroom environment, it is essential to be respectful to staff, students, property, ideas, and opinions. School policies will be followed regarding electronic equipment, attire, inappropriate language, absences, and tardiness.

Homework Expectations and Frequency: Most art work can be completed in class depending on your work ethic and efficiency during class time.

Pass Policy:

Students must inform the teacher if they are leaving or coming to class with a pass. Students may use the bathroom pass as long as the teacher has been informed and they have signed out. The pass sign out sheet must be completely filled out with first/last name, date, time and destination. Failure to follow pass policy may result in a loss of privileges.

Studio Maintenance:

All students are expected to help maintain and clean equipment in the classroom. Please clean any tools you personally have used and put materials away in their designated area. At the end of each unit and quarter classes will participate in general studio maintenance.

Materials Needed / Supply List:

Daily: Pencil, iPad (charged)

One Time: \$10 lab fee

Donations: Optional add a scholarship for another student

Extra Assistance: I am available most mornings and some afternoons after school.

Cheating, Plagiarizing, Stealing, Etc:

Please see Highland Park Senior High Academic Honesty Policy. Please do not handle or disrespect other students or class art and/ materials

Page One Artwork by Shepard Fairey *We the People Art Greater Than Fear* [Source](#)