**Graphic Design 12**

**Year Plan**

***Welcome to the Morven Studio Experience!***

The Collingwood Visual Arts Program offers a challenging and highly dynamic opportunity to CREATE for our students in grade 8-12.  Here are 4 of the main fundamental pieces which comprise the visual arts:

* Understanding how to use the artistic process combined with ‘Big Ideas’ (larger themes) to create personally meaningful work
* Developing skills using a variety of art materials and Processes.
* Understanding art in both a historical and contemporary Context.
* Fostering an environment where curiosity and critical thinking guide student learning

**BIG IDEAS**

Our units are designed to help you learn what it is like to think like an artist, creating work using a  
variety of materials. Our aim is to teach you how to use the artistic process (thinking, planning and creating like an artist) to create work that is meaningful to you. Each unit you will work through skill building exercises (in your sketchbook and elsewhere), and then use these prompts as a warm-up for each major project. Rather than having a specific end point, you will be given an overall theme, or ‘Big Idea’ to focus on.

**ORIGINAL CONCEPTS**

Your work will be original, and involve your own unique ideas, with a focus on interpreting and developing themes within your work. You will learn to work independently by choosing what supplies to use, and how to interpret each project.

**REFLECTION**

We will use technology to research, share, and create works. You will create and maintain a blog.

You will turn in your work for each unit by creating a blog post with images of your work (both finished, and in progress) along with a written reflection.

**EXHIBITING WORK**

You will also participate in a critique at the end of each unit where you will be expected to share your work and develop and share opinions regarding the work of others.

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*“We don't need the arts in our schools to raise mathematical and verbal skills - we already target these in math and language arts. We need the arts because in addition to introducing students to aesthetic appreciation, they teach other modes of thinking we value.  For students living in a rapidly changing world, the arts teach vital modes of seeing, imagining, inventing, and thinking. If our primary demand of students is that they recall established facts, the children we educate today will find themselves ill-equipped to deal with problems like global warming, terrorism, and pandemics.*

*Those who have learned the lessons of the arts, however - how to see new patterns, how to learn from mistakes, and how to envision solutions - are the ones likely to come up with the novel answers needed most for the future.”*

Ellen Winner, Co-Author of Studio Thinking 2 & Professor of Psychology at Boston College

**BIG IDEAS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Graphic arts** are unique art forms that use specific processes to convey a message. |  | Graphic arts reflect the interconnectedness of the individual, community, history, and society. |  | Growth as a graphic artist is dependent on perseverance, resilience, and reflection. |  | Meaningful artistic expression requires the engagement of the mind and body. |  | Graphic arts are used to communicate and represent self, identity, and cultural expression. |  |  |

Week in the TAB Studios

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| --- | --- | --- | --- |
|  | **DAY1** | **DAY 2** | **DAY 3** |
| **Studio**  **Schedule of Activities** | * Bootcamps   **STUDIO TIME** | * Look and Talk About Artists   **STUDIO TIME** | * 10 min. On PROCESS * Check-in with Lead Teacher   **STUDIO TIME** |
|  |  |  |  |
|  | **DAY 4** | **DAY 5** | **DAY 6** |
|  | * Re-affirm “Looking Ahead” * Work Period * Check-in with Lead Teacher   **STUDIO TIME** | **STUDIO TIME** | * Peer Critique/Discussion * 10 Minute Blog Reflection AFTER the Critique   **STUDIO TIME** |

**Themes for the year:**

Unit 1 – Artistic Behaviours

Unit 2 – Personal Narrative

Unit 3 – Innovation

Unit 4 – Personal and Social Responsibility

**MAJOR PRESENTATIONS of Artwork and Artistic Process**

**#1 End of OCTOBER (Mid-Term)---IN CLASS PRESENTATION---**

What’s is being discussed and presented?

* Your Process and Work in Progress Thus Far
* Struggles/ Failures
* Successes/ Celebrations
* Looking Ahead

**#2 DECEMBER (Term 1)---IN CLASS PRESENTATION---**

* Art Piece up for Discussion and Exhibition (at least one artwork PLUS Artist Statement)

**#3 FEBRUARY (Mid-Term 2) ---ONLINE MAJOR PRESENTATION---**

* Use of Social Media (Online Portfolio) – short artist statement/discussion of how work is continuing to progress

**#4 MARCH (Term 2)---IN CLASS PRESENTATION---**

* Art Piece up for Discussion and Exhibition (one image PLUS Artist Statement)

**#5 MAY (TERM 3) ---FINAL PRESENTATION---**

* Final Presentation of Work (final artwork(s) that have been created)
* Start of the Year vs Present State and Where are you going NEXT?
* An artist that inspired them and connected to their work
* If you were to take this class again next week, where would you start?

**TAB Grading Revision**

*What does the Grading Sheet Look Like? (*See Example of SHO-ME Rubric)

*What do the LETTER GRADE BREAKDOWNS LOOK LIKE?*

|  |  |
| --- | --- |
| **A-, A, A+**  A minus - 88  A - 92  A Plus - 98  **B-, B, B+**  B Minus - 75 B 80  B Plus 84  **C-, C, C+**  C Minus - 55  C 63  C Plus- 70  **I**  40% | Notes:   * An aggregate score based on the category that OVERALL best defines where the student is at with the project in terms of *SHO-ME(Studio Habits of Mind Evaluation)* This is based on  the AP Studio Art Grading Guidelines. * No Grade Higher than a 98 |

**Assessment & Evaluation**

**Course Mark WILL BE BASED ON THE FOLLOWING:**

* Bootcamps and Sketchbooks
* Blog Reflections and Artist Statements
* Artwork
* Presentation/Exhibition of Artwork and Critiques