



Did you know?: Arts education helps prepare our students for the expectations of the twenty-first century workforce, which includes the ability to innovate, communicate and collaborate. One in six jobs in Southern California is now in the creative industries, including entertainment and communication arts, digital design, product and industrial design. Provided by the California Alliance for Arts Education www.artsed411.org

Course Prerequisites: B or better in Graphic Design; or recommendation of another art teacher.

Interest, motivation, knowledge of design software, the ability to work maturely and independently with technology and in a studio setting.

Course Description: Visual Communication+Design is a yearlong project-studies class that expands on knowledge gained in Graphic Design. Year two (3&4) Students study advanced concepts in the field of visual communication: typography, design and digital media. In each project, students apply the creative process: Research, Thumbnails, Comprehensive Rough, Critique, and Final Version. Some areas of exploration include graphic design, digital art and imaging, motion graphics, and web design. Students use hand skills along with various digital imaging and graphics software or other web 2.0 apps to solve the creative problem presented. While intermediate to advanced skills are acquired, the primary emphasis is on the generation of ideas, articulating those ideas visually, communicating them to an audience and professionally presenting the outcome.

Type of Credit Earned: Visual Communication+Design is a UC approved course for the VAPA requirement. It abides by the advanced level of California State Standards.

Key assignments are: Collage Journal, Black&White implied-line symbol. Road Symbol, Map project, Expressive Type. animated Type-Face Drawing, Logo/Brand Design, Marketing Campaign; Layout, Event Posters, Public Service Posters, Editorial Illustrations, Book Cover design, Magazine Layout, Motion Graphics, Website and a Digital Portfolio.

Schedule of Topics/Units Covered:	
1st Quarter:	General Procedures; Web-based critique procedures; Associated terminology. Quick Writes/Warm-ups. Community Contribution; File naming protocols. Critique procedures. Creativity Warm-ups, Concept Review, Journaling; Black & White problem; Road Symbol and/or Map Project. Expressive Typography Review; Type-Face drawing/animated; Symbol review;
2nd Quarter	Composition and Layout review; Public Awareness Editorial Illustration; Public Service Poster; Various Design Challenges: Adv.Photomontage and composite techniques; Photoshop and Illustrator; File Formats; Layout; Emphasis; Perspective. PhotoCollage Social Issue Persuasive Poster; Concepts: Color Theory review; Type Hierarchy, Type Contrast;Terminology; Quick Writes/Warm-ups. Sem. Final Presentation.Art.Com Art Circles App (personal art collection).
3rd Quarter	Logo/Business Branding Campaign: <i>Business Card, Email letterhead design, Animated Banner ad, Webpage, packing mock-ups.</i> 5-page Website interactive story. Vintage Motion Picture Poster;
4th Quarter	Expressive Self Portrait; Magazine Layout; Motion Graphics; Digital Portfolio. adv Photoshop techniques; Intro to InDesign and ebooks; Combining the software; Final presentation. Associated Terminology; Quick Writes/Warm-ups.

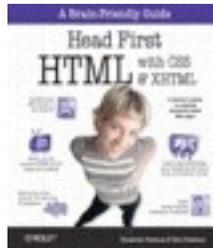
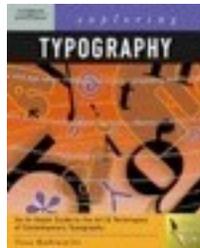
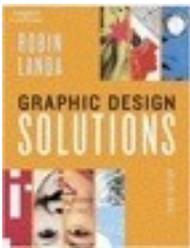
National Art Honor Society (NAHS) - Opportunity for 2nd year advanced students.

The National Art Honor Society (NAHS) is a national honors organization for high school students who demonstrate outstanding abilities in art. The BHHS NAHS chapter members sponsor THE GALLERY project that serves to bring the arts to the attention of the school and community. I encourage my advanced students to join; You graduate with art honors and there are scholarship opportunities specifically for NAHS members.

Resources, References and Textbooks: All assignments and due dates are posted in Jupiter Grades. They are also posted on the in-class agenda and calendar. Assignments, support materials, and additional supplemental resources or websites are posted in Jupiter Grades and/or on the class website:

mrsjosephdesignclass.com . Links will also be on my BHHS site page.

We use two text books that are “class sets” (used in-class only). *Graphic Design Solutions* and *Exploring Typography*. 2nd semester we use the *Head First HTML with CSS & XHTML* for our web unit.



Supplemental Resources: This class makes extensive use of on-line resources, apps, magazines, and Museum sites pertaining to art and design and the communication arts field. These resources are included on assignment handouts. Additional resources and tutorials are on my website listed above.

We use a web-based blog forum to conduct class critiques. We will also explore the Art.com site and their app “Art Circles” for researching art and ideas. Additionally, we will use the blog and/or Pinterest to keep an idea file for projects. More on the blog and additional web-based resources in the coming weeks. These external environments provide a forum for more participation from a variety of students and are to be considered an extension of the classroom - *Classroom Behavior Expectations apply*.

Instructional and Differentiation Strategies: Instruction is differentiated to accommodate all learners. Information is delivered in whole group, small group and individual formats. Live Demo’s along with instructor developed demo movies for students to review and/or proceed at their own pace. Peer help is encouraged, some of the most valuable aspects of my class is working with others. Students can arrange to get additional help during lunch or after school. Project’s have two deadlines: a “soft deadline” time to prepare your work for print or upload and begin your self-assessment and process reflection. A “Hard Deadline”- Projects are due by the “hard deadline”. Late work may be accepted for a limited time but loses 10%. I’m reasonable. Talk to me before the due date if you’re having a problem - 9 times out of 10 we can work something out.

Final Student Proficiencies:

- Creation of a **digital portfolio** of studio work.
- Use of **problem-solving** as a critical thinking process.
- Understanding of the **uses, purposes and terminology of different graphics editing computer applications.**
- Use of **the language of art and design** through written evaluations and oral presentations.
- Exhibition of work in a professional manner**, in both print and on-line formats.
- Acquisition of **lab and personal management skills.**
- Peer tutoring, Team work** by sharing ideas, skills and research or working with other students.
- Awareness of **professional and leisure opportunities** in digital media.
- Understanding of the **ethical and social implications** of art and technology.

**Classroom Behavior Expectations:**

Respect. Yourself, others, and school property.

Responsibility. Be accountable. Be on time. Be prepared. Be an active participant.

Integrity. Be truthful. Don't cheat. Employ Academic Honesty.

Caring. Be empathetic, kind, helpful and Polite to others. Contribute to our classroom community.

Citizenship. Leave the **computer lab** in better condition than you found it. Clean up after yourself.

Equipment/Software/Apps Usage:

No un-authorized use of ANY equipment or software. Computer equipment requires respect. Proper lab usage and behavior is essential. Do not abuse the computer lab in any way. This is your ONE warning. Harming the equipment and/or miss use of software = removal from the class with other possible serious consequences as well.

No food, drinks or gum!

Water bottles may be kept on the floor **away** from computers.

Please note: *in general cell-phones and other personal technology are to be turned off in class.*

However - there are times when we will use cell-phones, ipods, ipads etc., for an assignment, to take a quiz in Juno or use an app for flashcards or something else related to our course work. At those times it's appropriate. All other times - it is not. (This really falls under the "respect" expectation but could also be filed under common sense, common decency, or "the things I learned in kindergarten" etc.).

Homework: Expect homework once or twice a week more during class critiques. Students conduct research and/or web-quests and upload for check-off. Students also upload their thumbnail ideas or rough's on a given assignment for check-off, peer help and guidance. Students post aesthetic reviews and provide suggestions(following a POP protocol) on classmates work for their homework.

Attendance and Tardies: It is usually the same students who are tardy. It is disruptive and disrespectful to the class and to me. The first few minutes of class are filled with key instructions for the day. Tardy students interrupt these instructions. It is rude. If you find yourself tardy, you must have a pass. Enter the room QUIETLY. Sign-in on the Tardy Sheet, and take your seat. If you have unexcused tardies you will lose points. Please refer to the Norman Guide for the BHHS attendance/tardy policies.

From time to time there is total dis-regard for the classroom expectations, the following is a list of consequences that may happen depending upon the situation.

Consequences:

1. Reminder.
2. Warning. Reminder AND lose participation points.
3. Detention. Parent Contact and Student must fill out an Action Plan.
4. Referral. Severe Disruptions or Equipment/furniture vandalism result in immediate removal from class, a referral to the Assistant Principle and possible suspension.

Then again - there are times when students **shine! shine! shine!** and are rewarded.

Rewards:

Earned Privileges

Free Time Fridays

Choose Music for Music Days

Art Chosen for Bulletin Boards



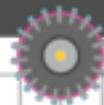
Assessment/Evaluation/Grading Policy: Class projects are evaluated by the use of rubrics. Rubrics are scored on the extent to which the following 5 criteria are executed in the finished product: **Content. Elements/Composition. Creativity/Experimentation. Skill/Craftsmanship. Attitude/Responsibility.** Students complete a self-assessment and write process reflections for most projects.

Rubrics are scored and calculated into points. The distribution of points are: **Projects/Assignments (60%), Presentations/Finals (20%), Journals/Homework/Misc. (15%), and Participation/Citizenship (5%)**. **To be clear:** Grades are earned not given. Letter grades are on a straight scale: **A=90-100% B=80–89% C=70–79% D=60–69% F=0–59%** **Grades are upgraded every 2 weeks.**

The BHHS Fine Art and Tech Art Departments share a common Grading Criteria:

A: (90-100%)	<p>Is AMAZING!!! It shows initiative and originality. It may be that you did something extra special, that you went beyond all expectations, or that you creatively 'broke the rules' in an innovative manner.</p> <p>It is an excellent solution to the problem that includes exceptional craftsmanship and technical skills.</p> <p>You completed all the project guidelines in a creative way and timely manner and excellent effort was put forth.</p>
B: (80-89.9%)	<p>Is a good solution to the problem. It is what I have asked for and you were a 'self-starter'.</p> <p>You met the expectations but did not push the boundaries.</p> <p>You have a strong use of design principles and technical skills but it is not creative enough on its own.</p>
C: (70-79.9%)	<p>Is an okay solution to the problem. You did enough to get by, completing the minimum requirements necessary for a solution but nothing more.</p> <p>Your work on this project suggests that you did not care to plan or put forth more than minimal effort.</p> <p>Overall work is average, craftsmanship is lacking, and design principles are not completely utilized.</p>
D: (60-69.9%)	<p>Is obviously not your best effort. It's unfinished or does not meet the lesson objectives.</p> <p>It lacks an understanding of design principles and demonstrates extremely poor craftsmanship.</p> <p>Less than minimal effort is applied both in execution and in the creative process.</p>
F: (0-59.9%)	<p>The project is not done or is incomplete. The project shows no effort and was left unfinished.</p>

Quality work requires quality time. Some students require more time than others to complete work at their highest level of achievement. Some require extra time due to absences. **All students can benefit from additional time in the lab.** The level of participation has direct impact upon the quality of work, and therefore, the final grade. Students can make arrangements with me to come work during lunch or after school. I am available most days but I do have lunch time meetings and others after school - just make a plan with me to come in and I will be there.



Classroom Contribution: Once a semester every student will be responsible for presenting a useful resource to the class. It could be a tutorial, a movie, an article or a new app they found. What ever it is relates to our subject at hand and would be a great resource for us all. This “assignment” is worth 30 points each semester.

Art Contests/awards: All Adv. Fine Arts and Tech Arts students are required to submit a class work to **at least one awards show**. There are a number of prestigious art contests/awards students can submit their work to. *Reflections, Scholastic Art + Writing Awards, Spotlight Awards* to name a few. Contests/Awards are excellent opportunities and are important on college apps. Students can receive extra credit points for submitting more than one of their projects. Student provides receipt of entry.

Extra Credit: There are few ways to receive extra credit with a maximum of 25pts per quarter. Here are two.

1. **Complete a Gallery Report:** Go to an art exhibit at a museum and write a Gallery Report on a work of art. Bring back an exhibit brochure along with the report (hand-outs available in Jupiter) for 20pts.
2. **Row Monitors:** Rotated assignment those holding it receive 5 ec points per week.

Bonus Points: If you would like 10 extra credit points to start the year with, bring any ONE item in the following list. Much is for cleanliness - many hands on screens, keyboards and mice! If you bring more than one item, we will definitely use them and be very grateful, but you can only earn a maximum of 10 points:

- One ream of white laser jet
- Dry erase pens
- 1 packet of black gel pens.
- scotch tape
- large roll double sided tape
- quake hold (hanging work)
- small box of glue sticks
- Fiskers Scissor’s (1 pair)
- pump bottle hand sanitizer
- clorox disinfecting wipes
- roll paper towels
- 1 box of tissues

materials	miscellaneous
<ul style="list-style-type: none"> •USB ‘Jump’ Drive at least 2 GB for back-up •dropbox account OR •gmail - google drive : to keep work organized and backed up. •Flair black felt tip pen for journal work •Sharpie fine-tip pen for journal •Glue Stick - for collage and journal work 	<ul style="list-style-type: none"> •proper email account (gmail) no silly names. •pinterest account for (free) “pinning” your research to idea boards. • •At times students work is honored by being included in the on-line gallery’s. (no last names)

If you have any questions or concerns please don’t hesitate to email or call me. The best way to reach me is email. I generally return emails within the next school day. Email address is djoseph@bhUSD.org. Voice Mail is 310.551.5100.x8251.

.....
Tear off and return Student Contract
.....

Date _____ Period _____

I, _____ (please print clearly) have read the above standards, classroom expectations, Equipment, materials and miscellaneous requirements and accept the responsibility for my performance in the Visual Communication + Design course at BHHS.

Student Signature: _____ . *Student email: _____

Parent Signature: _____ . *Parent email: _____

**Please write legibly so that L’s can be distinguished from 1’s. Thank you!*