

GRAPHIC ILLUSTRATION

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:

In this course students explore the techniques, history, and concepts of graphic illustration. Learning how the power of visual expression interacts with facets of society widens the occupational perspective of students. Students constrained by the requirements of commercial means often generate unique solutions to specific visual problems. Students apply the elements and principles of design and multi-media techniques to assignments that include the use of graphic tools for personal and commercial applications.

Units of Study:

- Illustration techniques
- Graphic design techniques
- Conceptual Development
- Historical and Cultural Connections

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can choose appropriate media, techniques and processes to express a range of ideas. (R,P)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can express my ideas through graphic media. (P)
- 2) I can outline the steps and procedures for a successful graphic media project. (K,S,R)
- 3) I can present my work in a professional manner. (S,K)
- 4) I can collaborate with classmates to make a work of art. (S)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can demonstrate the ability to analyze how graphic arts can communicate meaning through a process of problem solving involving emotional, conceptual, and personal decisions. (R,S)

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can critique a piece of art work.(K, R)
- 2) I can evaluate the effectiveness of artworks in terms of the principles of design and composition. (K, R)

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can apply line, shape, value, texture, space, and color to my work. (S,P,K)
- 2) I can apply emphasis, movement, balance, unity, rhythm, contrast, and variety to make my work more interesting. (S,P,K)
- 3) I can apply composition rules(R,P)

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can create meaning in my work by incorporating symbols and stories. (R)
- 2) I can relate and reflect on historical and cultural works in my own and others' efforts. (K,R)

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can translate my own empathy into a work of graphic art. (R)
- 2) I can research symbols and use them in my work to deepen the meaning. (K,R)
- 3) I can recognize the use of symbols and their meaning in my work. (K,R)

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can identify major styles and periods in the history of graphic arts. (K)
- 2) I can identify the influence of styles and periods of graphic arts on culture. (K)
- 3) I can utilize the techniques of different styles in my art when appropriate. (K,R,S)
- 4) I can identify the historical and cultural context of a variety of graphic art including Montana American Indian works of art. (K)

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 1) I can understand the differences and similarities between my work and the work of other cultures, times, and places, including that of Montana American Indians. *(K)*
- 2) I can describe the function and explore the meaning of specific graphic art pieces from a variety of cultures including Native American. *(K)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian works of art, to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Learning Targets (Type):

- 1) I can evaluate interesting graphic artwork, describe, and justify my opinions. *(K,R)*
- 2) I can analyze works of graphic art in relation to one another in terms of history, aesthetics and culture and use that information to enhance my own graphic art productions. *(K, R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can identify the purpose of graphic art and discuss the implications in our society. *(S,K,R)*
- 2) I can compare my graphic work with the work of my classmates. *(R)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can identify how graphic artworks are created and compare graphic artworks from different places, individuals, genres, and times. *(K,R)*
- 2) I can analyze works from different cultures and times. *(R)*
- 3) I can describe the meanings of graphic art work, by analyzing how the work is created and how it relates to the place, culture and time that it was created. *(K,R)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can research styles from different times, places, and individuals, which I can adapt for use in my work. *(S)*
- 2) I can evaluate the different interpretations of graphic arts and design. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

1) I can compare media and techniques from different formats. *(K,R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

1) I know about careers in graphic arts. *(K)*

2) I can trace the development of graphic arts through history while noting the trends in both style and technological development. *(K)*

3) I can infer how graphic arts have affected society and make predictions about the future influence. *(R)*

4) I can see the application of graphic arts in future career opportunities. *(K,R)*

5) I can compare characteristics of visual arts within a particular historical period or style with the ideas, issues, or themes in other art disciplines, the humanities or sciences. *(K,R)*