

Two-Dimensional Black-and-White Graphic Design and Written Commentary

The Task

The task had two components:

- a two-dimensional black-and-white graphic design
- the student’s written commentary of between 75 and 300 words in length explaining his or her artistic judgements

Graphic Design

Through a collection of observational contour line drawings, students recorded important landmarks in the local school community. They used their drawings as starting points for designing their two-dimensional graphic images. As they applied elements and principles of design, students created two-dimensional black-and-white designs on paper.

Written Commentary

The students wrote explanations of why they chose to include particular imagery in their final designs. They also used a “Class/Student Critique Sheet and Checklist” and a “Checklist for Formative Assessment of the 2D Graphic Design” to reflect on the significance and meaning of the subjects they chose to draw (see pages 123 and 124 for these checklists).

Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected expectations from the Theory, Creation, and Analysis strands.

Students will:

1. demonstrate appropriate selection of tools, materials, processes, and technologies for use in their art production;
2. apply the creative process (i.e., perception, exploration, experimentation, production, and evaluation) in their work;
3. demonstrate an understanding of connections between art and cultural identity or context;
4. explain the organization of visual content in the creation of art works;
5. apply an understanding of the elements and principles of design to personal, historical, and contemporary art works.

Prior Knowledge and Skills

It was suggested that, before attempting the tasks, students should have some knowledge or skills related to the following:

- an understanding of elements of design (especially line, shape, texture or pattern, tonal value, and positive and negative space) and of the compositional principles of balance and harmony
- previous experience with observational drawing using contour lines, with cropping, with media-specific skills and techniques such as drawing with markers or felt pens, with critical viewing (i.e., the analysis and criticism of art works), and with Canadian art and graphic design

Students also had to determine the most favourable location for a walking tour.

For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 121–24 of this document.

Task Rubric – Two-Dimensional Black-and-White Graphic Design and Written Commentary

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Theory (Knowledge/Understanding)					
The student:					
5	– demonstrates understanding of harmony and balance in the graphic design	– shows limited understanding of harmony and balance in the graphic design	– shows some understanding of harmony and balance in the graphic design	– shows considerable understanding of harmony and balance in the graphic design	– shows a high degree of understanding of harmony and balance in the graphic design
Thinking/Inquiry					
The student:					
2, 3, 5	– makes connections between art and the environment when explaining imagery in the written piece – combines objects and visual characteristics creatively in the graphic design – uses research or observation to develop and refine design	– makes connections with limited effectiveness – combines objects and visual characteristics with limited creativity – makes limited use of research or observation to develop and refine a design	– makes connections with some effectiveness – combines objects and visual characteristics with some creativity – makes some use of research or observation to develop and refine a design	– makes connections with considerable effectiveness – combines objects and visual characteristics with considerable creativity – makes considerable use of research or observation to develop and refine a design	– makes connections with a high degree of effectiveness – combines objects and visual characteristics with a high degree of creativity – makes a high degree of use of research or observation to develop and refine a design
Communication					
The student:					
4	– describes/explains the significance and meaning for a specific purpose	– describes/explains the significance and meaning with limited clarity	– describes/explains the significance and meaning with moderate clarity	– describes/explains the significance and meaning with considerable clarity	– describes/explains the significance and meaning with a high degree of clarity
Creation (Application)					
The student:					
1	– uses an even application of tonal value and definition of detail – applies a variety of design elements with imagination or originality	– uses an uneven application of tonal value and limited definition of detail – applies a few design elements with limited imagination or originality	– uses a somewhat uneven application of tonal value and some definition of detail – applies some design elements with some imagination or originality	– uses a generally even application of tonal value and considerable definition of detail – applies a considerable number of design elements with considerable imagination or originality	– uses a very even application of tonal value and a thorough definition of detail – applies a wide variety of design elements with a high degree of imagination or originality

* The expectations that correspond to the numbers given in this chart are listed on page 102.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.