Appendix 3 - Global Poster Final Evaluation

Making A Poster: Raising Awareness of Global Issues

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics -Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
Graphics - Originality	Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, mastery of techniques and neatness.	The poster is attractive in terms of design, layout, mastery of techniques and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

Appendix 4

Global Issues Poster – Examples of Written Descriptions

Grade 10 Visual Art Class – Lawrence Park C.I., Toronto, ON, Canada

Say No To Air Pollution

Our poster is to raise awareness about air pollution in our community. It has earth in the center, surrounded by pipes. Earth has dirty lungs to represent pollution. Earth and the pipes are contrast to each other because earth is more clear and defined but pipes' outlines are bit vague. Color is use to color the earth and the pipes, pipes are coloured differently to represent there're many different air pollutions. There is element of movement because the circular earth is in the center and pipes surround it in different directions, which also creates focus on the earth. The pipes have rough texture to look filthy and synthetic. Earth has smooth glass like texture.

Child hunger is a serious problem, not only in third world countries, but all over the world. Hunger is the cause of death for around 8 million children all over the world each and every year. Children suffering from malnutrition can contract many serious illnesses and generally don't have the ability to do well in school, due to shorter attention spans and many absences due to illness.

Our image shows the contrast between our rich North American society and underdeveloped, malnourished children all over the world. Our society rarely takes the time to stop and realize how fortunate we are to have so much. While we can go into a fast food restaurant and afford to stuff our faces with food until we are full, a large percentage of the world's population cannot even afford to eat a single meal each day. Child hunger is a serious epidemic that needs to be ended, how can children be the future if they never have a proper upbringing?

Our poster is directed towards consumers, people who have money to spend and who are spending it frivolously. The elements of design that we have used are shading, contrast, shape, and balance. We used shading on the fat man to clearly show the extent of his girth, and to make his meal seem larger. We used shading on the young boy to emphasize the fact that you can clearly see each of his ribs and how slim his tiny little stomach is. We used shape and balance by strategically placing the boy and the man so that the space was used entirely and there was no empty or unused space. We used contrast in the lettering and the colour schemes of both the boy and the man. We used bold black against yellow lettering to make the text stand out and really catch the eye. We made each shape different bright colours so that they would all individually stand out. We chose to colour the boy's shorts bright yellow to contrast against the colour of his skin and really emphasize the fact that the shorts are his only piece of clothing, where as the man is fully clothed.

Like Soup? Stop Global Warming

Our global issues poster is about global warming. Factors that contribute to global warming include pollution, oil spills, green house gas etc. These factors cause natural disasters, ozone depletion, smog, and abnormal warm weather that lead to death of animals around the world. We demonstrate the effects of global warming through a simple gesture of our everyday life – using the microwave. The earth full of catastrophes is like a bowl of soup that we put into a microwave for heating up. A soup is not made of

just water, or just tomatoes, it is made of different ingredients. Global warming does not happen with just oil spills or just pollution. It happens because all of these factors combine together, making the earth a less pleasant place to live for all of us. Therefore, using our poster, we want to inform students that we have to do something to help our environment, before it's too late.

The entire poster has a unified dark and cool tone to emphasize the depressing tone of global warming. On the globe itself, the volcano on the top left balances out the factories on the top right. The globe is the focus point of the poster and it is placed in the center. To make the globe and the microwave have form, we used a variety of textures and shades. We used red in our slogan to emphasize the important keyword in our slogan, which is Stop.

Just Don't Do It

Our poster is about a serious issue, sweatshops. It is directed at the companies that are exploiting child labour to make their item manufacturing costs cheaper by using children in sweatshops. The poster shows two images one of what a child should be doing in their childhood years (upper left), and one of what a child working in a sweatshop have to do in their childhood years (bottom right). The image of the child in the upper left hand corner is happy and in the picture he is enjoying life. We used warm bright colours to show his emotions through colour. The image of the child in the bottom right hand corner is sad and in this image he is clearly not enjoying life. We used cooler and darker colours then the first image to show his emotions through colour. The main audience for our poster is for any age group of people that want to help stop this injustice.

Our project is on a serious issue, sweatshops. Sweatshops are factories where large groups of people go to work for very low wages, and they are treated very poorly. Our project is even more serious because our project deals with children in sweat shops.

War Hurts

In our picture we used balance, shape, contrast, and shading. We used shading through out the whole picture and it is visible in both the boy and the soldier. We used the shading in the boy's hair and the boy's shirt. It was used on the bullets of the soldier's gun and on the back of his head. We used shape and balance by using the boy and soldier as repeated shapes creating balance (the shape of the human body). There is contrast between the soldier and the boy because the color of boy is brighter and the soldier is darker creating emphasis on the boy. It is important to have emphasis on the boy because the person looking at the picture is immediately drawn to boy's feelings of pain, fear and helplessness.

We tried to create awareness about the issue of child soldiers. In thirty countries around the globe, children are taken from their homes and have become direct participants in acts of violence and war. Now in the world over 300,000 children are serving as child soldiers. They are forced to participate as front line soldiers and as "human mine detectors", or they're bodies are used to find land mines. They are also used for suicide missions; basically they are used to do all the dirty jobs no one else wants to do. The majority of them aren't even able to live life after the age of 18. When the children refuse they are usually given drugs so they cooperate. They are also are exposed or involved in horrible acts of rape, amputation, burning people alive and beheadings. No one should be forced into participating, or watching these horrible acts against humanity,

especially when its innocent children, that is why we decided to raise the awareness of child soldiers on our poster.

Don't Pollute Our Future

We chose this idea for a design because we are very concerned with the issues involving the environment. Our artwork targets the issue of pollution tearing a whole in the ozone layer, and forest fires and how they have a negative impact on the Earth. Our picture shows a picture of our Earth, with a ring of fire around it (we combined different shades of red, orange and yellow for this) and at the top is a hole with a tree coming out. The idea of the hole was to show how the Earth has been overly polluted as the years go on and out of the fire is a tree sort of curbed. This is showing the tree sort of withering away. Principles we used included unity for the other planet (Saturn) opposite to the Earth, contrast because of the bright Earth and the black solar system. We used all the elements, line in order to make the Earth's outline; this applies also to shape, form, do to different colours in the Earth giving it a sphere "effect" colour because of different shades of light and dark around Earth and the tree, along with texture to give the Earth a smooth blue surface and a rough green surface this also applying to the tree with the green and brown, and finally space because of the space between Earth the stars and other planet.

### Will This Be The End Of Our World?

Our poster uses the elements of contrast, colour, shape, line, texture, as well as the principles of movement, rhythm, contrast, and emphasis. Our slogan, "Will this be the end of Our World?" shows direction and movement as the viewers catch the slogan and look into the details. The endangered species are brightly multi-coloured and distinct details. Contrast is demonstrated when the blurry background is against the clear animals. This directs the viewers to focus on the endangered species. Movement is shown by the words beside the animals and hills. Emphasis is also illustrated by the element contrast and textures.   Our global poster shows that endangered species needs to be protected and saved from the pollution humans produce that contaminates the environment.   In addition, we want people to be aware how the things we do will affect the endangered species in the wild, typically those who are sensitive to the environment.

Appendix 5 – Elements and Principles of Design

Elements of Design
'Elements' are like the ingredients to make a cake: flour, sugar, water, eggs, baking powder, etc.
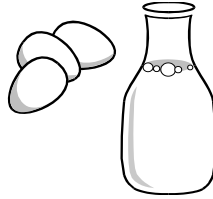
Line   Short or long, straight or curved markings of varying thickness and weight drawn using various tools such as brush, pencil or straight pen, with various medium such as paint, charcoal and ink.

Shape   Shape is a 2-dimensional silhouette or profile of people, things, non-representational figures like geometric figures, or any familiar object that can e defined without the need to surround it in light and 3-dimensions.

Form   Form usually refers to 3-dimensional images 'sculptured' by gradations of light, shadow and colour.

Colour   Colour Wheel: primary, secondary, intermediate colours. The components of colour include: Hue (pure colour), Value (lightness/darkness of colour to create tint, tone, and shade), and Intensity (brightness of colour). Colours also create an atmosphere and/or overall mood in the design.

Texture   The smoothness or roughness of a surface, and its apparent material composition or make-up.

Space   An expansive 2-dimensional or 3-dimensional area, which gives the eye-brain sensation of 'blankness' or a balance of 'nothingness' against an object in another part of that space. It is the idea of balancing an object in one corner of a paper space or volume with an expanse of 'unoccupied' space, or an area of infinite dimensions.

Principles of Design

'Principles' are like the final product – the cake – did it rise enough? Is it light, but not crumbly? Etc...

Unity Unity is a kind of unifying pattern or logic, e.g. unity on a sports team occurs when everyone is playing together, wearing the same 'costume', and works towards the same goal.

Harmony Harmony is like a symphony is which every element (every 'instrument') is playing together, or blends together in a logical, beautiful way. Everyone understands what disharmony is in an orchestra — it's when someone screeches or plays their instrument out of tune. If something is so obviously out-of-place, there is **dis**harmony.

Movement Movement is the use of line, form, repetition, focus, texture, space and colour to represent a linear or circular motion of a single object, or several objects, guiding the eyes across a page layout or graphic design.

Rhythm Rhythm is generated from the same combination (line, form, repetition, focus, texture, space and colour), but rather than linear and circular motion, which takes single or multiple elements from point A to point B - leading the eyes across a page, the elements of design create a wave-like motion or feeling as if you were floating above an ocean, where the whole scene or picture undulates like a symphony filling the whole space — that is rhythm.

Contrast Contrast is represented by opposites — black / white, round / square, curved / straight, happy / sad, smooth / rough — which tend to add balance or focus to a picture.

Emphasis When something or a group of objects is *begging* for attention — a cluster of red flowers on a field of snow, starts in a night sky, a cough in the middle of a prayer — that is emphasis.

Focus Focus is a sharp, pointed, gleaming, stainless steel knife in the middle plastic cup of plastic spoons, a circle amidst an army of squares, a red crayon in a box of white crayons — that is focus — like a camera, bringing into sharp alignment and clarity.

Raising Awareness of Global Issues Through Art

Appendix 6 - How To Collaborate

Global Image Collaborations

Part 1. Groups of up to 3 people are to come up with at least 10 different thumbnail sketches per set of Global Images. The goal is to create a final artwork that is well balanced and pleasing to the eye, and clearly communicates visually a global message. With this in mind, groups now choose their top 2 designs. Drawings must be labeled with group members' names and handed in for assessment.

Part 2. Next, using standard 8" x 11" sheet groups colour your 2 top designs – paying attention to detail, adding any texture and shading if desired.

Part 3. Groups are then to present to the class their 2 top coloured designs and explain specifically why they like their final collaborated images. In describing their work to the class, groups are to link their presentations to the vocabulary of 'The Elements & Principles of Design', (see attachment #   ).

Remember: You do not have to use every detail in the sets of images (particularly if they are full of busy details). As well, like the example above, you can add more images to pull the two artworks together into a unified final image. Please refer to the rubric, **Collaborated Global Art Images** in assessing your 2 collaborations (see next page):

Collaborated Global Art Images:

Assessment of Process & Planning Work

CATEGORY	Levels 4 (80 – 100 marks)	Levels 3 (70 – 79 marks)	Levels 2 (60 – 69 marks)	Levels 1 (50 – 59 marks)
Required Elements	Process work includes all required components: At least 3 colours (or more), fine details, and successfully integrates 2 global images into 1 well balanced design	Poster includes most required components: At least 3 colours (or more), details, and adequately integrates 2 global images into 1 balanced design	Poster includes some required components: At least 2 colours (or more), details, and satisfactory integrates 2 global images into 1 design	Poster includes parts of required components: At least 2 colours (or more), sketchy details, and makes a weak effort to integrate 2 global images into 1 design
Graphics / Imagery - Relevance	All graphics /imagery are related to the topic and make it easier to understand.	Parts of the graphics are related to the topic and make it easier to understand.	Only one of the graphics relate to the topic.	Graphics do not relate to the topic.
Use of Color	The colors in the poster enhance the design and create a clear focal point in the design.	The colors in the poster are in relation to the theme of the poster, creating a good focal point.	The colors in the poster do not enhance the poster and do not create a clear focal point.	The colors in the poster are distracting and do not create a clear focal point.
Mastery of Media	Artwork done with care, effort and expert handling of various media.	Artwork done with some care and effort. Good handling of various media.	Artwork done with adequate care and effort. Satisfactory handling of various media.	Artwork done with poor care and little effort. Weak handling of various media.

Appendix 7 –Two Images into One

Collaborate: Weave Together Figures A and B into 1 Image

Figure A

Figure B

Raising Awareness of Global Issues Through Art

Appendix 8 – Thumbnail Template

Raising Awareness of Global Issues Through Art

Appendix 9 – Collaborated Global Image Rubric

**Collaborated Global Art Images:
Assessment of Process & Planning Work**

CATEGORY	Levels 4 (80 – 100 marks)	Levels 3 (70 – 79 marks)	Levels 2 (60 – 69 marks)	Levels 1 (50 – 59 marks)
Required Elements	Process work includes all required components: At least 3 colours (or more), fine details, and successfully integrates 2 global images into 1 well balanced design	Poster includes most required components: At least 3 colours (or more), details, and adequately integrates 2 global images into 1 balanced design	Poster includes some required components: At least 2 colours (or more), details, and satisfactory integrates 2 global images into 1 design	Poster includes parts of required components: At least 2 colours (or more), sketchy details, and makes a weak effort to integrate 2 global images into 1 design
Graphics / Imagery - Relevance	All graphics / imagery are related to the topic and make it easier to understand.	Parts of the graphics are related to the topic and make it easier to understand.	Only one of the graphics relate to the topic.	Graphics do not relate to the topic.
Use of Color	The colors in the poster enhance the design and create a clear focal point in the design.	The colors in the poster are in relation to the theme of the poster, creating a good focal point.	The colors in the poster do not enhance the poster and do not create a clear focal point.	The colors in the poster are distracting and do not create a clear focal point.
Mastery of Media	Artwork done with care, effort and expert handling of various media.	Artwork done with some care and effort. Good handling of various media.	Artwork done with adequate care and effort. Satisfactory handling of various media.	Artwork done with poor care and little effort. Weak handling of various media.

Raising Awareness of Global Issues Through Art

Appendix 10 – Planning Global Poster

Planning Your Global Poster

1. Get Started:
   a. Find a partner you can work with in our class. Reflect over the Global issues we've examined (e.g. preventing pollution/conserving energy, child labour, health and equity)
   b. Tell us which issue you would like to create an awareness-raising campaign about.
_____
_____
_____

c. Briefly explain how the issue you have chosen is directly related to helping our global community?
_____
_____
_____

2. Define your a) question, and b) your proposed solution:

a. Question: (e.g. We wish to raise people's awareness about …)
_____
_____

b. Solution(s):
_____
_____

3. Identify who you are trying to reach, e.g. Students at your school? People in your community? Which specific people in your community?
_____
_____

 4. What is the key 'slogan' (question, statement, title) you will include in your poster?
_____
_____

 5. Keeping in mind the 'audience' you mention in question 3, list the following:
 a) Dominant colour _____
 b) 2 minor colours _____

6. If you had only 45 seconds to get your audience's attention when they look at your Poster,

a) what key information would be the most important to communicate?
_____
_____

b) Within your notes for 6a, prioritize this information – noting numbers beside each point/idea, e.g. 1 is most important, 2 is second important, etc.
c) If you are including visual images to support your text question/statement/title, which images might you include? List these:
_____
_____

Appendix 11 – Global Statement Rubric

**Assessment of: Written Global Art Statement and
Description of Elements and Principles of Design
Used in Final Poster**

CATEGORY	Levels 4 (80 – 100 marks)	Levels 3 (70 – 79 marks)	Levels 2 (60 – 69 marks)	Levels 1 (50 – 59 marks)
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.
Focus on Global Issue (Content)	There is one clear, well-focused Global Issue. Main idea stands out & is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Accuracy of Facts	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Detailed Analysis of Elements & Principles of Design	Accurately describes several dominant elements or principles used by the artists and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Accurately describes a few dominant elements and principles used by the artists and accurately relates how these are used to reinforce the theme, meaning, mood, or feeling of the artwork.	Describes some dominant elements and principles used by the artists, but has difficulty describing how these relate to the meaning or feeling of the artwork	Has trouble picking out the dominant elements and linking these to dominant principles of design.

Appendix 12 Group Self Peer Assessment

Group Members: _____   Your Name:_____

Assessment of Individual Contributions
Global Education Poster

The emphasis here is on responsibility to the group, its goals and co-operation

Names of Group Members *Include Yourself*	Attendance	Useful Ideas & Effort Contributed	Helped with design (colour/shape)	Helped with Art-making	Helped with Slogan / Text

For each group member, indicate **E** (excellent), **G** (good), **S** (satisfactory), or **NI** (needs improvement) for each category.

* On the back of this sheet please tell me any specific contribution YOU made to the group.

Group Members: _____   Your Name:_____

Assessment of Individual Contributions
Global Education Poster

The emphasis here is on responsibility to the group, its goals and co-operation

Names of Group Members *Include Yourself*	Attendance	Useful Ideas & Effort Contributed	Helped with design (colour/shape)	Helped with Art-making	Helped with Slogan / Text

For each group member, indicate **E** (excellent), **G** (good), **S** (satisfactory), or **NI** (needs improvement) for each category.

* On the back of this sheet please tell me any specific contribution YOU made to the group.