Movie Poster Design

Content Area: **Arts**
Course(s): **Comp Graphics 2**
Time Period: **Semester 2**
Length: **8**
Status: **Published**

STANDARDS

1.5.12prof.Cr	Creating
1.5.12prof.Cr1	Generating and conceptualizing ideas.
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr2	Organizing and developing ideas.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr3	Refining and completing products.
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr6	Conveying meaning through art.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
VPA.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.
VPA.1.4.12.A.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
VPA.1.4.12.A.CS4	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of

	technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
VPA.1.4.12.B.CS1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
VPA.1.4.12.B.CS3	Art and art-making reflect and affect the role of technology in a global society.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.2.12.D.CS1	Apply the design process.

ENDURING UNDERSTANDING

1. Effective visual communication relies on clearly conveying an idea's tone and message.
2. The creative process and digital tools like Photoshop are transferable skills for developing and executing ideas across various disciplines.
3. Articulating ideas and providing constructive feedback, both verbally and visually, are essential for collaborative and iterative design.

ESSENTIAL QUESTIONS

1. How does the client-designer relationship fundamentally alter the creative process and its outcomes compared to personal work?
2. What strategies and practices facilitate an efficient and effective design process that meets client needs and adheres to professional timelines?
3. How does a designer balance artistic vision with client expectations and project constraints to deliver successful solutions?

KNOWLEDGE AND SKILLS

MOVIE POSTER DESIGN - Using Photoshop and the creative process, students will:

- Research
- Brainstorm
- Thumbnail
- Share
- Revise drawings
- Create "Look and Feels"

- Revise
- Finalize
- share / feedback
- Revise

RESOURCES

Students will have acess to all tools in the Graphic Design Studio as well as,

- Computers
- 11" x 17" Laser Printer / Epson HP550
- Adobe Creative Suite
- Project appropriate Rubric
- Teacher & Exsperiences
- Teacher lead PowerPoint when applicable
- Internet for research and inspiration
- Google Docs
- Google Classroom

The PowerPoint on Movie Poster Design.

TRANSFER GOALS

1. Students will learn a professional creative porcess.
2. Students will independently be able to modify the creative process to develop an individual and specific plan for working with a client to meet their needs.

Modifications

Modifications list

Assessment

Assessments