# Redesign

Content Area: **Arts**
Course(s): **Comp Graphics 2**
Time Period: **Semester 2**
Length: **6 weeks**
Status: **Published**

## STANDARDS

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| 1.5.12prof.Cr | Creating |
| 1.5.12prof.Cr1 | Generating and conceptualizing ideas. |
| | Explore |
| 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.Cr2b | Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. |
| | Reflect, Refine, Continue |
| 1.5.12prof.Cr3a | Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. |
| 1.5.12prof.Pr4a | Analyze, select and curate artifacts and/or artworks for presentation and preservation. |
| 1.5.12prof.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| 1.5.12prof.Cn10a | Document the process of developing ideas from early stages to fully elaborated ideas. |
| 1.5.12prof.Cn11b | Describe how knowledge of global issues, including climate change, may influence personal responses to art. |
| VPA.1.1.12.D | Visual Art |
| VPA.1.1.12.D.1 | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. |
| VPA.1.1.12.D.2 | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. |
| VPA.1.1.12.D.CS1 | Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory. |
| VPA.1.1.12.D.CS2 | Stimuli for the creation of artworks can come from many places, including other arts disciplines. |
| VPA.1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
| VPA.1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |
| VPA.1.2.12.A.CS1 | Cultural and historical events impact art-making as well as how audiences respond to works of art. |
| VPA.1.2.12.A.CS2 | Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship. |
| VPA.1.3.12.D.CS5 | Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style. |

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| 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.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.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. |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| CAEP.9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. |
| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.C.1 | Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems. |
| TECH.8.1.12.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. |
| TECH.8.1.12.D.2 | Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information. |
| TECH.8.1.12.D.3 | Compare and contrast policies on filtering and censorship both locally and globally. |
| TECH.8.1.12.D.CS1 | Advocate and practice safe, legal, and responsible use of information and technology. |
| TECH.8.1.12.D.CS2 | Demonstrate personal responsibility for lifelong learning. |
| TECH.8.2.12.C.6 | Research an existing product, reverse engineer and redesign it to improve form and function. |
| TECH.8.2.12.C.CS1 | The attributes of design. |

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| TECH.8.2.12.C.CS3 | The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving. |
| TECH.8.2.12.D.CS1 | Apply the design process. |

## ENDURING UNDERSTANDING

1. Individual design elements are the fundamental building blocks for creating effective visual layouts.
2. Analyzing professional design work reveals the underlying principles and techniques that contribute to its impact.
3. Understanding and applying design principles allows for the creative adaptation and recreation of visual forms across various applications, such as unique packaging.

## ESSENTIAL QUESTIONS

1. How do professional designers integrate the creative process, client needs, and digital tools to develop effective visual communications?
2. What is the role of specialized software, such as Photoshop, in the creation and execution of professional design projects like packaging?
3. How do client objectives and feedback shape the various stages of the design process, from concept to final product?

## KNOWLEDGE AND SKILLS

- Students will recreate professionally designed design elements.
- Students will work to create 3D packaging.
- Students will work to create highly custom layouts using PhotoShop.

## 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

Original packaging.

## Transfer Goals

1. Students will be able to interact with onanother and demonstrate a working understanding of the peer critique process.
2. Students will be able to create a visual representation of a clients ideas.

## Modification

Modification List

## Assessment

Assessments