Unit 5: Graphic Design Challenges

Content Area: **Art**
Course(s): **Graphic Design 8**
Time Period: **MayJun**
Length: **30-35 days / 8th grade**
Status: **Published**

Graphic Design Challenges / Applications

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

UNIT 5: GRAPHIC DESIGN CHALLENGES

GRAPHIC DESIGN 8

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

After all foundations have been set and graphic programs have been introduced and learned, this final unit will incorporate identity design, publications design, advertising design, environmental/ informational design, and digital design. Layouts will be explored as well as color palettes and general tool additions. A handbook will be explored that details printing basics, web basics, and further useful resources. Lastly, this unit will conclude with an exploration of the career of a graphic designer through careerzone, and a typographical self-portrait.

Enduring Understanding

The enduring understandings for this Unit V are:

- In the world of graphic design, an identity is a graphic design plan that helps establish a recognizable name and set of designs for products of a business, group, or company.
- A successful identity is one that flashes quickly into peoples' minds, and stays there.
- Identities take many forms.
- Print media are changing rapidly, but printed books, textbooks, the school newspaper, and the magazines you leaf through are all part of your everyday life.
- Publications design represents a significant part of the design industry.
- The basic creative process of thinking, developing, and creating designs remains the same whether you're designing for print or web.
- Ads are pitched to consumers with the hope that they will see a product or service as better than its competitors.
- Advertising is big business, and graphic designers are at the heart of it.
- Some graphic designers exist merely to help you understand the world around you - be it with maps, charts, signs, or exhibits.
- Graphic design plays a role in websites, animation, and digital games which are also examples in the digital environment.
- Just as in print media, there are web design and production rules to folow.

Essential Questions

Essential Question: A question that lies at the heart of a subject or a curriculum and one that promotes inquiry and the discovery of a subject.

- What are the different forms of identity and who are the groups that use them?
- How can we analyze a variety of identity of designs?
- How can we show identity?
- In what ways will we explore various kinds of publications and their purposes?
- How can I become more familiar with the many different components of publications that require design attention?
- How can take what I have learned about Adobe design software (and layout) and design a school newsletter?
- How important is advertising to graphic design?

- Do graphic designers find advertising design solutions?
- How can we create a direct mail promotion to publicize an event?
- Is it important to become familiar with the varieties and purposes of environmental and informational design?
- Can we explore and analyze environmental and information design solutions past and present?
- How can we create a personal map of a local area?
- What are the basics of creating web pages?
- How can we explore the fundamental processes of animation and digital game design?
- Can we create a website for something in our school?

Exit Skills

What are the skills that the students should have obtained by the end of this unit?
By the end of Unit V 8th grade Graphic Design students should be able to:

- Learn about Identity Design and forms of identity
- Learn and analyze logos, symbols of images, and insignia
- Analyze collateral - stationary, letterhead, envelopes, mailing labels
- Simplify an image
- Explore various kinds of publications
- Design a school newsletter
- Explore many kinds of advertising that companies use to reach their consumers
- Learn how Graphic Designers find advertising design solutions
- Create a direct mail promotion to market for an event
- Learn about signage
- Learn about Environmental and Informational Design
- Create a personal map of an area
- Learn the basics of Digital (web) Design
- Create a (basic) website for a portion of our school

New Jersey Student Learning Standards (NJSLS-S)

Please find below a list of New Jersey Student Learning Standards for Visual and Performing Arts, 6th-8th grade, that pertain to this Unit V:

VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
VPA.1.3.8.D.CS1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

VPA.1.3.8.D.CS2	Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
VPA.1.3.8.D.CS5	Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.
VPA.1.3.8.D.CS6	The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.
VPA.1.4.8	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.8.B.CS3	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Interdisciplinary Connections

Art/ Visual

Language Arts (Writing/ Expression and response to questions)

Technology

LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SOC.6.2.8	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.6.2.8.D.1.b	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and

	synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

Learning Objectives

Chapter 4: Identity Design

- Determine that different forms of identity exist
- Compare and contrast each type of identity as a tool
- Analyze a variety of identity designs
- Studio experience: Create an identity and design a package for a three-dimensional product
- Define vocabulary throughout in notebook for collegiate discussion//

Chapter 5: Publications Design

- Assess and analyze various types of publications and their purposes
- Examine the many components of publications that require design attention
- Differentiate between print media and the web
- Studio experience: Design a school newsletter
- Define vocabulary throughout in notebook for collegiate discussion

Chapter 6: Advertising Design

- Discover many kinds of advertising that companies use to reach customers
- Distinguish the best media spot for a certain type of advertisement
- Identify how graphic designers find advertising design solutions
- Studio experience: Create a direct mail promotion to publicize an event
- Define vocabulary throughout in notebook for collegiate discussion

Chapter 7: Environmental and Informational Design

- Discuss and distinguish between the varities and purposes of environmental and informational design
- Analyze environmental and information design solutions, past and present
- Studio experience: Create a presonal map of the local community (and/ or school or local area)
- Define vocabulary throughout in notebook for collegiate discussion

Chapter 8: Digital Design

- Identitify the basics of creating web pages and how to plan their look and function
- Understand and explore the fundamental processes of animation and digital game design
- Studio experience: Create a website for an area in your school or community
- Define vocabulary throughout in notebook for collegiate discussion

End of Chapter 4 review:

- Recall what is corporate identity
- Understand some of the items that are part of a company's corporate identity
- Apply by choosing one of the logos in the chapter and sketching how you would change that logo
- Analyze by looking at the ads in the chapter and reflecting on the principle of unity in the corporate identity
- Synthesize by comparing and contrasting early versions of logos with current logos - which was more successful

and why?
- Evaluate by choosing the corporate identity in the chapter that you feel is the most successful. Explain your choice in your own words and support with specific details from the chapter about identity.

End of Chapter 5 review:

- Recall what is a grid as used in newspapers
- Understand and explain how the front page of a newspaper is laid out to grab the attention of the reader
- Apply by creating a book cover for a "fake" book, while using the Internet for research.
- Analyze by looking at the elements included in the design of this chapter. How many fonts were used? Describe how the elements work together to present information clearly.
- Synthesize and look at the newsletter in the book. How is the layout similar to a general newsletter layout?
- Evaluate by looking at a web page. How well does this web page incorporate text and graphics to make an attractive layout?

End of Chapter 6 review:

- Recall what are the main purposes of advertising?
- Understand that factors go into choosing a font for a poster
- Apply to create a small classified ad for an object you want to sell. Use text, fonts, and graphics to make your ad stand out.
- Analyze by choosing an ad in the chapter and explain how it uses graphics and text to sell the product. What do you think is most effective?
- Synthesize - how do graphic designers create a "want" in consumers for a certain product?
- Evaluate by choosing one of the products shown in this chapter and explain why you would buy this brand over another brand.

End of Chapter 7 review:

- Recall by naming four types of information designs.
- Understand by explaining the features of a map that can help you locate places.
- Apply by creating a pie chart for bar graph with data about your art projects.
- Analyze by looking at the signs used for the Olympic Games in Beijing, China. How are they good examples of a wayfinding system?
- Synthesize by looking at the two examples of detour signs - is one clearer than the other?
- Evaluate by choosing one of the images of an exhibit in this chapter and explain how the exhibit uses color, lighting, sound, images, models, and explainations to engage the viewer.

End of Chapter 8 review:

- Recall what is the purpose of navigation design.
- Understand and describe some of the factors that go into planning a good navigation design.
- Apply and list sections and subsections that students would include in a website for an art porfolio.
- Analyze by explaining the web page is designed for unity
- Synthesize comparing and contrasting print pages with web pages. What are some of the advantages and the disadvantages?
- Evaluate which web page in the chapter was the most successful; support reasons with specific details from text.

Other projects:

- Create select typography projects in a lab setting (see ancillary resource book *Playing with Type*)
- Create select layout projects in a lab setting (see ancillary resource book *Layout Workbook*)

Suggested Activities & Best Practices

Lower Level Learners (LLL) Higher Level Learners (HLL)

The process will be differentiated through supplying three tiers of questioning for LLL, intermediate, and HLL students.

Students will be given choice of project direction based on their interests, abilities and learning styles in order to promote confidence and success.

After completing Unit 5, students will be able to:

Identify what advertising is and what corporate identity is
Classify the difference between print media and the web
Synthesize by comparing and contrasting early versions of logos with current logos - which was more successful and why?
Define vocabulary throughout to be able to speak professionally about graphic design
Critique peer work as we continue to follow the tutorial and create multimedia projects/ files
Compose a travel brochure and/or a newsletter

Suggested activity:

Students will be able to create a map of their local area (Belleville) that shows the features that make is special to them.Include a key, color coding, and coordinates to make your map clear and understandable to anyone. Use Adobe's creative suite and combine all programs for maximum success.

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please find a list below of the variety of means used to access students' learning:

Suggested activities and best practices related to this unit:

Formative Assessment:

Quizzes using Google Forms (beta) where appropriate to ask CFU questions on the tools and progress of Adobe Creative Suite software we learned this year, as well as chapters from our textbook

Complete the KWL chart with the "L" column and record what we have LEARNED about Graphic Design

Summative Assessment:

Create a classroom website

Alternative Assessment:

Propose a project not provided on the final assessment list - have the project approved by the instructor prior to creating (games/ apps/ any approved format for summative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

The following resources are located within the district in either textbook or worktext. Additional themed resources are listed, but not

available in district.

Textbook: *Communicating through Graphic Design*, Davis Studio Series

By Kevin Gatta and Claire Mowbray Golding

Guides:

A Complete Guide to Illustrator for Beginners (PDF)

A Complete Guide to Photoshop for Beginners (PDF)

A Complete Guide to InDesign for Beginners (PDF)

Adobe CC Design Basics (PDF)

Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

Why Fonts Matter, by Sarah Hyndman

Thinking with Type, a Critical Guide for Designers, Writers, Editors, and Students by Ellen Lupton

Graphic Style Lab, by Steven Heller

Layout Workbook, a Real-World Guide to Building Pages in Graphic Design by Cullen

Playing with Type, 50 Graphic Experiments for Exploring Typographic Design Principles, by Lara McCormick

Technology Infusion

What technology can be used in this unit to enhance learning? Some sites, apps., and programs are listed below, but not limited to:

Suggested activities and best practices: Use of Google Classroom to post assignments and the like
Use of Adobe Creative Suite for learning and practice of all platforms
Survey Monkey or Poll Daddy to follow up and anoymously ask how students are understanding the program and principles of Graphic Design

What technology can be used in this unit to enhance learning? Some sites, apps, and programs are listed below, but not limited to:

Understand:

- Word Processing/ Word
- Keynote / Powerpoint
- Edmodo - Education social networking
- Mind-mapping - Inspiration
- Blog Journaling
- Voice Thread
- YouTube step by step instruction

Apply:

- Google
- Quizlet
- Pages

Analyze:

- Survey Monkey
- Poll Daddy
- Numbers / Excel
- Use of listening stations

Evaluate:

- Self-Assessment with online Rubric - use of Google Docs
- Online quizzes in EdModo
- Twitter for Educators - commenting
- Backchanneling - Today's Meet - commenting
- Plickers (CFUs)

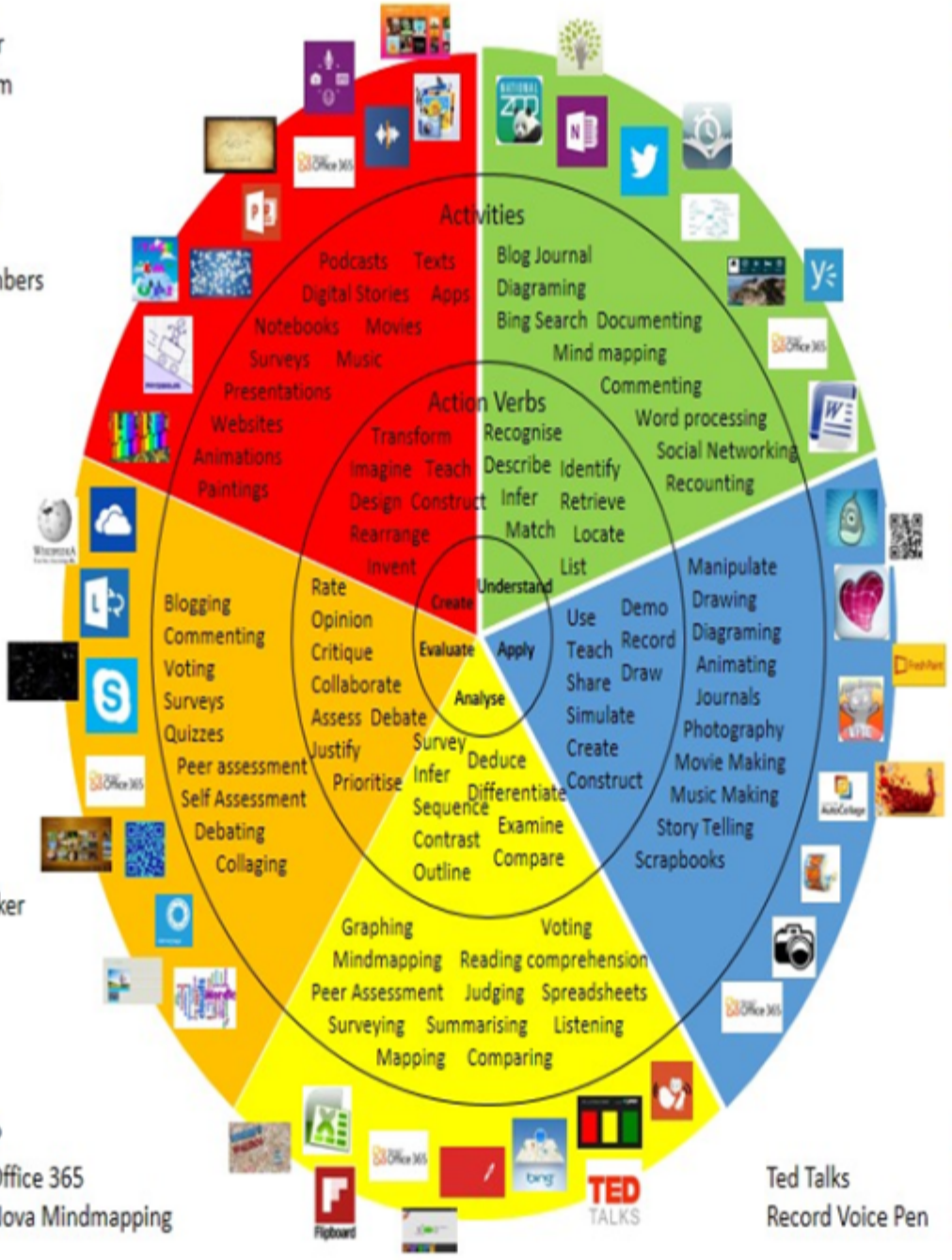
Create:

- Adobe CS Illustrator
- Adobe CS Photoshop
- Adobe CS InDesign
- Adobe Acrobat
- Listening to Podcasts
- Remind 101 App - Text updates
- Use of Webquests

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Key subjects include:

- English, reading or language arts (use of textbook, or writers response)
- Arts (Visual and overall)
- Mathematics (Geometry in design creation)
- Economics (Marketing)

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

21st Century Skills/Interdisciplinary Themes

Khan Academy, Artsonia, PBS Learning, Art Web, Getty Institute

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Career paths in the field of art - Research artists on ART 21 website
- Communication and Collaboration
- Information Literacy - Read about Visual Arts current events on Newsela

- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving - Using The Phillips Collection - Learn & Collect Pre K-12 Education

- Career paths in the field of art - Research artists on ART 21 website
- Communication and Collaboration
- Information Literacy - Read about Visual Arts current events on Newsela
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- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving - Using The Phillips Collection - Learn & Collect Pre K-12 Education

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Effective educational **Differentiation** in a lesson lies within content, process, and/or product. Please find a list below of the ones that are suggested to be employed in this unit:

Specific activities related to Unit 5 are:

- Study guides and open-note review related to Formative Assessment readings from all practice and review of tools in Adobe InDesign
- Small group instruction when learning a new technique
- Mini workshops to re-teach or extend skills for students to work independently

In general:

- Allow for continued research
- Provide directions that are both written and verbal
- IEP/504 Accommodations (see below)

Provide Multiple Means of REPRESENTATION:

- Options for Perception
- Options for Language and Symbols

- Options for Comprehension

Provide Multiple Means of ACTION AND EXPRESSION:

- Options for Expression and Communication

Provide Multiple Means of ENGAGEMENT:

- Options for Recruiting Interest
- Options for Sustaining Effort and Persistence
- Options for Self-Regulation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups

- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please find a list of **Special Education Learning** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 5 are:

- Extended time on all Google Form formative assessments
- Manipulation of tools with study guides while completing formative assessment online worksheets
- Printed copy of tools and instructions provided throughout

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding

- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

Specific activities related to Unit 5 are:

- Decreasing the amount of work to compete - quality over quantity
- Using "Grammarly" or other techology program to help correct spelling and/ or mechanics while writing
- Tutoring or assistance by peers

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please find a list of Intervention Strategies that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 5 are:

- Teaching key aspects of a topic by eliminating nonessential information
- Providing all study guides and allow typed/ hard copy notes for learning a procedure in any of the Adobe Creative Suite software programs
- Reducing or omitting some nonessential tool and creation work

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please find a list of the **Talented and Gifted** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 5 are:

- Partnered by skill for all creative work and all applicable readings in this Unit
- Create an online blog and or social media page about how to create real life Graphic Design projects and enhance our school or a local business
- Allow students to read ahead or view tutorials for self-pacing with learning the Adobe Creative Suite software

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Studio Experience: A Direct Mail Package - from Chapter 6 of "Advertising Design"

NJSLS:

VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
VPA.1.3.8.D.CS4	Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.

VPA.1.3.8.D.CS6	The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.
VPA.1.4.8	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Interdisciplinary Connection: Civics, community, social studies, mathematics

Statement of Objective: In a studio experience, students will create a direct mail package that publicizes an event and encourages people to take specfic action. They will incorporate all the programs learned in the Adobe creative suite (Illustrator, Photoshop, InDesign), as well as layout design. They will know they are successful when they can measure their assignment with a rubric score of 4-1 based on the following criteria: planning (rationale/ research - composition, elements, principles, movement); media use (organizational use, compositional techniques); and work process (discussion, reflection, and evaluation).

Anticipatory Set/Do Now: Decide on an event to feature in your direct mail package. Consider school or community fund-raisers, for example. Think about the way you want to present the event. Will you make it appear entertaining, serious? family-oriented, artsy? Will you try to appeal to a local or wider audience? what is most important about the event? Create a list of words or statements that describe the event. Brainstorm images that help reinforce its traits.

Learning Activity:

Create it:

1. Analyze the contents of direct mail marketing packets. What do they contain? How are they organized? What design factors help cfreate their overall effect?

2. Sketch out the overall components of your package. Consider a brochure or small catalog, cover letter, brusiness reply card or envelope and outer envelope. Decide on the size and identify the function of each piece in the packet. How should they be organized within the envelope?

3. Using a computer (or working by hand), create your own direct mail packet, including a clear identity, consistent use of graphics, clear message, and several differentiated components. Remember to urge recipients to take some specific action - for example, join the organization, make a donation, or sign up to volunteer.

4. Check it. Exchange finished packets with at leaset one of your classmates. When evaluating a packet, ask yourself questions. What do you notice first about the packet? How would you describe the overall feelign suggested by the packet's design? When you open it, how are the contents organized? Are they placed logically? What is the action that the packet asks you to take? What are the strengths and weaknesses of this direct mail effort?

Student Assessment/CFU's: Gallery walk: Hang direct mail postcards on the wall and observe from a few feet way. What do we notice first? Evaluate

Materials: Sketch books, cover stock/ poster paper, pencils, coloring material (colored pencils, markers, etc), additional art resources from art cart; computer graphic programs - Adobe Creative Suite (all programs)

21st Century Themes and Skills:

- Communication and collaboration
- Information literacy
- Creativity and innovation
- Critical thinking and problem solving

Differentiation/Modifications:

- Rubric work
- Self-expression
- Independent work
- Teacher to assist as necessary
- Choice assignment, choice work

Integration of Technology:

- Adobe CS Illustrator and/or InDesign and/or Photoshop, where appropriate; teacher to project and use SmartBoard as necessary for instruction
- Google Classroom, where needed and appropriate