Unit 4: The Creative Suite: Adobe InDesign

Content Area: **Art**
Course(s): **Graphic Design 8**
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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

UNIT 4: THE CREATIVE SUITE: ADOBE InDESIGN

GRAPHIC DESIGN 8

Belleville Board of Education

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Unit Overview

After the initial foundation of graphic design is established, students will learn to manipulate the three primary Adobe design programs: Illustrator, Photoshop, and InDesign. New (and ever changing) software can be challenging to learn, so a strong work ethic and patience is essential in the field of visual/ graphic arts. This unit will continue to focus on projects, critiques, class discussion, general practice, assessments, and rubric driven experiences. All lessons are based on the new Student Learning Standards for Visual arts and will incorporate the standards Reading, Writing, Listening, and Speaking across the curriculum.

In particular, this Unit IV will explore the creative suite software of Adobe InDesign dubbed as "industry-leading page design and layout toolset [that] lets you work across desktop and mobile devices to create, preflight, and publish everything from printed books and brochures to digital magazines, iPad apps, eBooks, and interactive online documents."

Enduring Understanding

The enduring understandings for this Unit IV are:

- Resolution is the amount of pixels per inch. The higher the resolution the more pixels the image will have per inch. The higher the pixel the better quality image you will have.
- The master page allows the designer to set the grid/basic layout for the task at hand. By setting the master page the designer is ensuring consistency throughout.
- Using other images without permission can have costly effects on the art and the artist. Using royalty free image or your own images save time and money.
- Placing images in InDesign is essential just like working in layers in Photoshop and Illustrator. It can even be the considered layers for InDesign. It also allows the designer to have more control on placement.
- InDesign is an effective tool for the designer since it allows the designer to set up for the task at hand.
- The 4-color process is important since the printing industry is based on a 4 color process. Graphic artists should work in CMYK

Students will open and learn the location and uses of different pallets, but not limited to:

- color
- swatches
- info / navigator
- stroke / brushes
- layers

Students will open a file and manipulate it using different tools, but not limited to:

- selection
- direct selection
- slice
- eye dropper
- scale

- scissor
- free transform
- gradient swatch
- note
- zoom
- fill/stroke
- gradient feather
- pen
- pencil
- rotate
- hand tool
- type
- line/ shape

Students will understand that they can follow instructional and video tutorials to learn how to utilize tools in the creative suite for Adobe InDesign.

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 basic InDesign tools found within the tool box?
- What is resolution and how does it affect an image?
- Why is the master page important to set up first?
- Why is it important to use your own images or royalty free images?
- Why is it important place your image(s) in InDesign?
- How is InDesign an effective tool to the graphic designer?

- Why is a 4 color process necessary to the design process?
- What skills and are needed to create an image in Adobe InDesign?
- What processes need to be done in order to complete the desired graphical need?
- How do you use all of the appropriate tools to complete the desired graphical need?
- What is the basic InDesign tools are found within the toolbox?
- How does understanding the element of design affect the quality of a project?
- How do we use digital design to communicate a concept or idea in a project?
- What are the critical elements of digital project?
- What is typography and it relationship to project design?

Exit Skills

What are the skills that the students should have obtained by the end of this unit?

By the end of Unit IV 8th grade Graphic Design students should be able to:

- Compose in InDesign and create an A5 (6) six-page roll fold leaflet brochure, full color
- Use and learn the software tools: work in the tool box to understand all key codes necessary for shortcut coding
- Develop an understanding of the complexities of InDesign

- Save work in the proper file format and share digitally to publish

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 IV:

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.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
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.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.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.CS1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

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.
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.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Learning Objectives

In this unit, the learner will complete the following objectives:

Section 1: (Episodes 1-7) Preparation

- Create a scamp (a drawing/ sketch in response to a brief that represents a design or creative solution)
- Compose what the InDesign layout/ document will look like
- Categorize the colors and swatches with Adobe Bridge
- Understand the pantone system for print color management
- Apply the links panel

Section 2: (Episodes 7-11) Implementation

- Create layout with frame boxes
- Compose structure of full layout in InDesign
- Apply managing and formatting text and table tools
- Place and modify images into layout - determine layers, if appropriate
- Apply grouping tools to objects and text
- Develop skills using all tool palette and brush palette
- Compose text using typographic tools in Adobe InDesign

Section 3: (Episodes 12, 13) Finalization

- Critique and review final layout/ preflight
- Collaboratively exporting for others to view published work

Differentiated/ Mixed ability Assignments using InDesign:

Create your own travel brochure

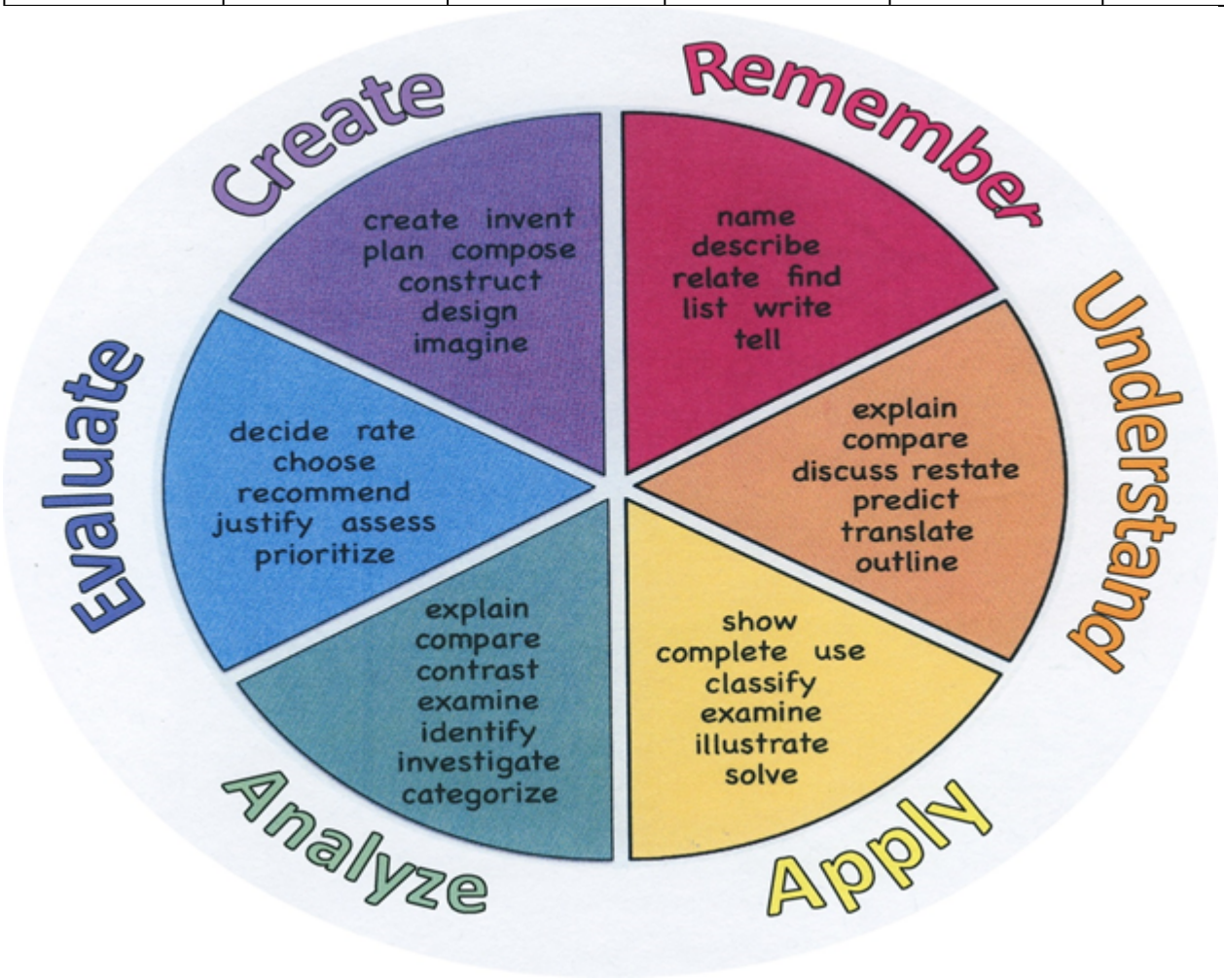
Create your own magazine

Group: Create your own classroom newspaper

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design

List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



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 4, students will be able to:

Identify tools in Adobe InDesign
Classify layers with frame boxes
Modify print color management using teh Pantone Management System
Define vocabulary throughout to be able to speak professionally about graphic design
Critique peer work as we continue to follow the tutorial
Compose a travel brochure and/or a newsletter

Suggested activity:

Students will be able to demonstrate understanding and show mastery of Adobe InDesign (of the Adode Creative Suite family tools) to complete a newsletter project. Samples of newsletters should be used as exemplars. Discuss purpose and audience. Ask students to identify the theme of the newsletter and analyze the design techniques used to integrate that theme across the newsletter content to meet the audience and purpose. Allow teams time to distribute roles and brainstorm the theme, purpose, audience, and goals for their newsletter.

Specific Objectives for the Project:

- Students will be able to follow a teacher led tutorial on the above information and apply this information onto a task to create and explore a design scenario and produce cover artwork for creating a newsletter.

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 InDesign

KWL chart about what we know and want to know about the Adobe Creative Suite, especially Adobe InDesign

Summative Assessment:

Create practice on-line work pages as we use the tools necessary to learn Adobe InDesign

Create a classroom newspaper

Alternative Assessment:

Differentiated/ Mixed ability Assignments using InDesign:

Create your own travel brochure

Create your own magazine

Group: Create your own classroom newspaper

- 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 the Adobe InDesign platform
Survey Monkey or Poll Daddy to follow up and anoymously ask how students are understanding the program

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)

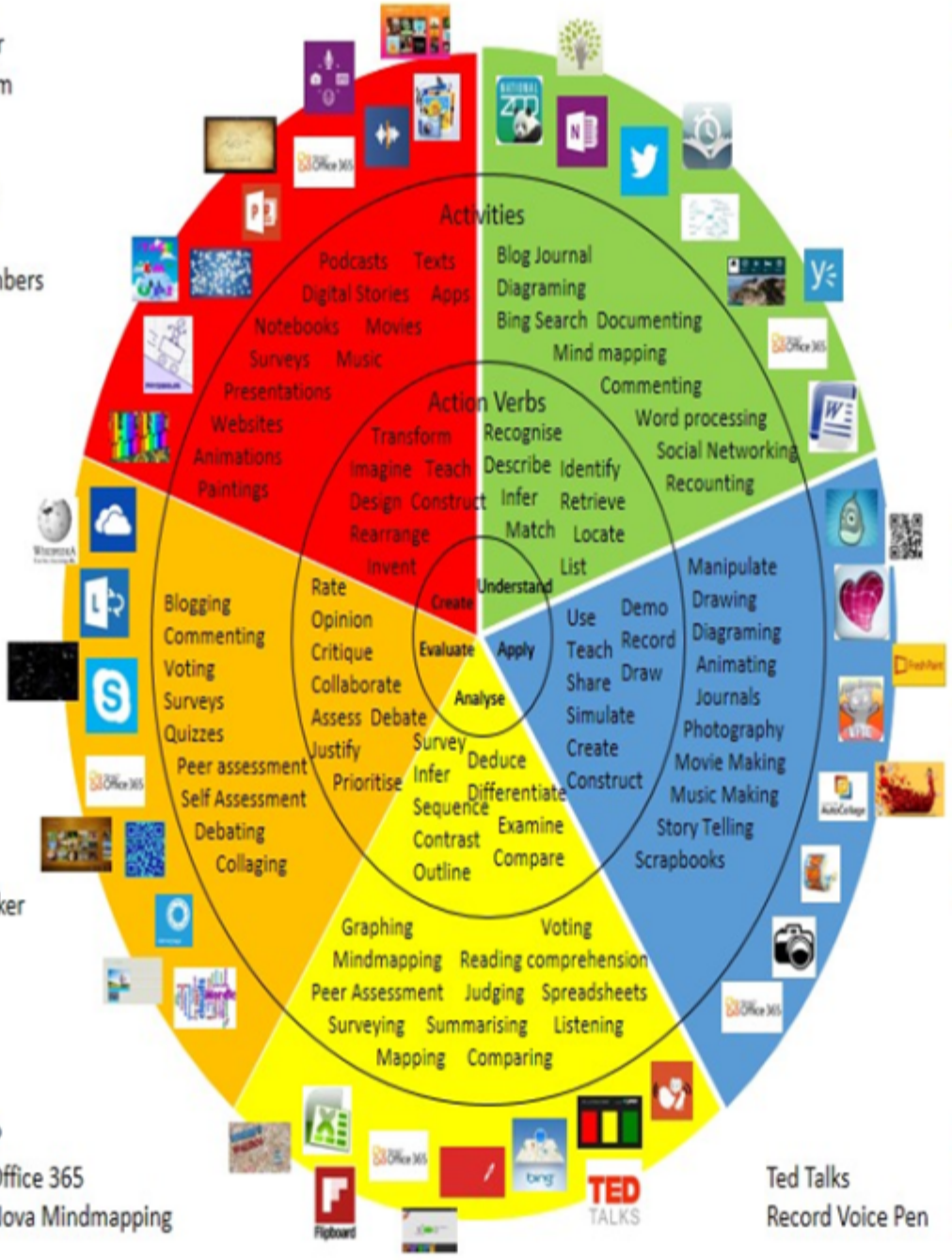
Create:

- 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.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
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.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

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

- 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 4 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 4 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 4 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 4 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 Adobe InDesign
- 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 4 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, specifically Adobe InDesign

- 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

One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name: Working with InDesign: Building a Newsletter (about 10 class periods, 2 weeks)

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.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
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VPA.1.4.8.B.CS1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

Interdisciplinary Connection: Civics, Character education, Social Studies, Mathematics

Statement of Objective: Students will be able to create a newsletter using a myriad of skills learned in InDesign, while also incorporating research/ communication skills and project management skills. They will know they are successful when they can achieve a high score on predetermined assessment rubric.

Research and communication skills

- Analyzing newsletters
- Using design tools to communicate between team members
- Accessing, evaluating, and synthesizing content from multiple sources
- Reviewing and revising content to match goals
- Collaborating with teammates
- Presenting a newsletter
- Understanding the journalistic code of ethics

Project management skills

- Organizing into print production roles
- Managing tasks based on roles
- Identifying asset needs
- Working with copy
- Creating and managing a project plan

Design skills

- Engaging in full print production process
- Designing a nameplate
- Using design to differentiate content
- Designing multi-column and multi-page layouts
- Incorporating color and layout consistently (using themes)
- Integrating imagery and text to express story content
- Providing clear navigation
- Using design techniques to provoke interest

Anticipatory Set/Do Now: Newsletters are publications that are distributed on a regular basis (weekly, monthly, yearly, and so on) to target a particular audience who share a common interest. Newsletters usually cover a main topic, or theme, with various articles or advertisements related to the topic or theme. Can you think of a newsletter that you receive or have seen that interests you? What about its design speaks to you? Or, is it about the content? Explain.

Learning Activity:

Planning a newsletter:

1. Discuss the goals of this project:

• Create a newsletter.

• Understand the basics of Illustrator.

• InDesign guide: templates

• InDesign guide: between frames

• InDesign guide: Microsoft Word

How to reuse objects

How to use document

How to transform objects How to manage text flow

How to add page numbers How to create captions How to import text from 2 Newsletters

• Identify standard newsletter publishing practices and cite sources.

2.Show students examples of newsletters; include examples from businesses, schools, and community - based organizations.

Note: You might want to gather some examples of newsletters to share with students.

3. For each example, discuss its purpose and audience. Ask students to identify the theme of the newsletter and analyze the design techniques used to integrate that theme across the newsletter content to meet the audience and purpose.

4. Ask students to examine each newsletter and identify common elements that all newsletters use. Discuss how the following elements vary based on the theme of the newsletter:

• Nameplate

• Content (and number of articles or entries)

• Table of contents

• Masthead

• Titles and headers

• Page numbers

• Bylines

• Continuation lines

- Pull quotes

- End signs

- Photos/illustrations

- Mailing panels

5. As students view the newsletters, also discuss the journalistic code of ethics and the following concepts:

- Truth: Journalists should be honest in gathering, reporting, and interpreting information.

- Accountability: Journalists are accountable to their audience and colleagues.

- Fairness: Journalists should present the news impartially and fairly, clearly representing various perspectives in a story.

- Harm and Safety: Journalists should treat sources, subjects, and colleagues with respect. They should assess any potential danger they risk for themselves, sources, subjects, or colleagues in getting a story.

Note: For more information, review the websites in the background resources section on the journalistic code of ethics.

6. Form student teams of two or three people. Where possible, mix members with different strengths, such as visual design or technical skill. Discuss the concept of working as a team and roles in newsletter production. Some roles to cover include:

- Editors

- Writers

- Photographers

- Designers

Note: Explain to students that they are responsible for managing the tasks that fall under their assigned role; however, all students will do work across the roles. Because this is a class simulation, students will use the roles to help them manage the project better. You can combine or split roles as necessary to accommodate the number of members on a team.

7. Introduce the guidelines for the newsletters. Guidelines might include:

- Length should be 3–4 pages.
- Include the various elements of a newsletter (nameplate, masthead, pull quotes, etc.).
- Include 3–4 distinct sections.
- Include 2–3 articles.
- Include 3–4 photographs.
- Create a 3- or 4-column layout.
- Create a comp for review and one for redesign.
- If appropriate, include the advertisement from Project 4.
- Apply copyright and fair use guidelines for any applicable content or assets.
- Follow the journalist code of ethics in the creation of newsletter content.
- Follow sustainable design principles and make an effort to comply with economic, social, and environmental sustainability principles.

Note: You might want to ask students to create the newsletter for a particular organization in the school or community. Additionally, you might make a guideline that one version of the newsletter must have a mailing panel and another version should be e-mailed.

8. Allow teams time to distribute roles and brainstorm the theme, purpose, audience, and goals for their newsletter.

Note: If students are creating the newsletter for an organization, have them interview their clients to ascertain the goals, audience, and purpose and to brainstorm an appropriate theme. Have them alter questions from their previous client interviews and adapt them to this project. If it is difficult to find clients you can use the ideas in the client scenarios section of the extension activities to help you create client profiles.

9. Explain that because newsletters are created multiple times, streamlining the production process would be helpful. Discuss the advantages of the following:

• Creating and working with reusable assets (layout elements, images, graphics, illustrations, etc.).

• Creating and implementing a style guide with lists of fonts, colors, heading styles, and so on for their newsletter (this is especially helpful for consistency and in passing knowledge on to new workers).

• Creating and using templates for their newsletter.

10. Ask students to create an initial project plan, assigning task managers and due dates for major milestones. They will build out more details when their design is approved.

Worksheet: Project plan

Designing a newsletter

(Suggested time: 200–250 minutes)

11. Allow teams time to sketch two different designs, on paper, of their newsletter elements (including the nameplate) and sections, identifying which elements will be reusable and maintaining consistency across pages to improve readability for front and internal pages. Conduct a team review and redesign cycle of their layout sketches as they prepare to create the design comps in Photoshop.

12. Allow time for teams to use their sketches to create two design comps in Photoshop and review these with their client. Engage in review and redesign cycles until an approved look is reached.

Note: If students are not working with a client, you or other student groups could serve as the "clients."

13. Based on their approved designs, ask students to build a mock prototype in InDesign. Explain that students should use placeholder text for headers and articles and use graphic frames with short descriptions as placeholders for images and graphic elements.

14. Ask students to test the prototype with potential users of the newsletter. Some items to review and

gather feedback for include:

- Consistency across pages
- Reusable elements
- Hierarchy of information
- Readability of chosen fonts
- Use of white space and rule of thirds
- Alignment of content and graphic elements

15. Allow teams time to implement any changes to the overall layout and design based on feedback.

16. Now that they have their layout design, explain that they need to brainstorm the scope of their newsletter, including number of pages, number of sections, number and content of articles, number and content of photographs, templates, style guide. Have teams update their project plans to include details they can now start tracking.

Worksheet: Project plan

17. Have teams review and get approval for their final scope with you to be sure it is appropriate and doable.

Building a newsletter shell

(Suggested time: 200–250 minutes)

18. Explain that although Photoshop is an excellent program for manipulating images and can be used to create bitmap graphics, Adobe Illustrator is superior for creating vector-based graphics and images. Explain that students will learn to use Illustrator to create the nameplate for the newsletter. If you have not already done so, introduce students to the Illustrator interface.

Illustrator guide: Overview of Adobe Illustrator CS6 workspace

Note: You might want students to review the Bitmap and vector images guide from Project 2.

19. Explain that students will use their nameplate sketch to create the newsletter nameplate in Illustrator. Using the "I do, we do, you do" method, demonstrate how to use the drawing tools.

Illustrator guide: How to draw in Illustrator

Illustrator guide: How to draw in perspective with Illustrator

20. Allow teams time to create their newsletter nameplates.

21. Explain that because they learned about the advantages of creating and using reusable images 3.4 and templates, they will now learn to implement these techniques by using InDesign. Using the "I do, we do, you do" method, demonstrate how to use the library, the content dropper, and linked content, and create templates.

InDesign guide: How to reuse objects

InDesign guide: How to use document templates

22. As student teams build out their layout templates, they might need to use one or more of the following advanced techniques, based on their newsletters. Demonstrate these techniques to help students implement their layout designs:

- Transforming objects

- Managing text between frames

- Adding and creating page numbers

- Creating captions

InDesign guide: How to transform objects

InDesign guide: How to manage text flow between frames InDesign guide: How to add page numbers

InDesign guide: How to create captions

Building a newsletter

(Suggested time: 200–250 minutes)

23. Ask students to conduct research on the articles they plan to include. Remind students to validate the content for currency and accuracy as they gather information for articles.

Note: If students are creating the newsletter for a client, they might need to gather this content from the client and then synthesize the information into articles.

24. Discuss the ability to create content within InDesign or write content in a word-processing program and import it into InDesign. Using the "I do, we do, you do" method, demonstrate how to import text from Microsoft Word into InDesign.

InDesign guide: How to import text from Microsoft Word

25. Allow teams time to write drafts of the articles to be submitted for instructor review and approval.

Note: Ask students to use commenting tools in Acrobat to review and improve articles.

26. Allow teams time to create any needed graphic elements in Photoshop or Illustrator and then finalize

the article content and layout in InDesign.

27. Instruct the students to have a final editing review of the content and design, finalize the newsletter, and create PDF versions that can be printed and e-mailed.

Presenting a newsletter

(Suggested time: 50–100 minutes)

28. Explain that each team will present their newsletter to the class, identifying and explaining the following:

• The design decisions they made so they could implement the theme and purpose through the nameplate, layout, graphic elements, and content of the newsletter.

• How they plan to distribute their newsletter.

• What they learned through this process and how they will continue to use and enhance these skills in the future.

• The differences of working in a team with assigned roles.

Student Assessment/CFU's:

- Gallery walk
- Hand up/ hand down
- Refer to InDesign notes - check list (self-check)

Materials:

- Computer (Apple/ Mac)
- Adobe InDesign software program
- Project handout

21st Century Themes and Skills:

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

Differentiation/Modifications:

- Step by step instructions
- Independent assigments with Group work
- Teacher to assist as necessary - or ask a peer
- Choice projects within newsletter assignment as a whole

Integration of Technology:

- Computer (Apple/ Mac)
- Adobe InDesign software program
- Teacher to assist with Smartboard instruction\
- Google Classroom