Unit 2: The Creative Suite: Adobe Illustrator

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

Belleville Public Schools

Curriculum Guide

UNIT 2: THE CREATIVE SUITE: ADOBE ILLUSTRATOR

GRAPHIC DESIGN 8

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Lauren Vitiello Fazio

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary 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 II will explore the creative suite software of Adobe Illustrator, dubbed as "the industry-standard vector graphics [software that] lets you create logos, icons, sketches, typography, and complex illustrations for print, web, interactive, video, and mobile".

Enduring Understanding

The enduring understandings for this Unit II are:

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
- pen
- ellipse
- paintbrush
- rotate
- eyedropper

- hand
- rectangle
- zoom
- fill
- stroke
- fill/stroke

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

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 skills and are needed to create an image in Adobe Illustrator?
- 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 Illustrator tools are found within the toolbox?
- Why should one create a vector image?
- What is the best process to tackle a design problem?
- 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 II 8th grade Graphic Design students should be able to:

- Compose in Illustrator and create a vector illustration/ poster/ t-shirt design/ patterns using primary secondary and monochromatic colors
- 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 Illustrator
- 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 II:

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.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

Learning Objectives

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

Section 1: (Episodes 1-7)

- Create panels, workspaces, artboards, vector shapes, fill and stroke effects
- Categorize the colors and swatches
- Understand the pantone system for print color management

Section 2: (Episdoes 8-12)

- Create shape vectors
- Apply grouping and compounding vector shaping feature tools
- Develop skills using pen tool, brush tool, pencil took, blob brush and eraser tool
- Compose text using typographic tools in Adobe Illustrator

Section 3: Create a project "Dia De Los Muertos" (Day of the Dead)

Chapter 1: Setup (Episodes 13, 14)

- View Speed art video to see end result
- Locate appropriate tools for setup - placing/ sketch/ image trace tool

Chapter 2: Drawing (Episodes 15, 16)

- Composing using hand drawn sketch and converting vector art and strokes

Chapter 3: Coloring and Text (Episodes 17, 18)

- Applying color to a vector image in Adobe Illustrator
- Modifying the poster design by adding type in Adobe Illustrator

Chapter 4: Finishing and Exporting (Episode 19)

- Collaboratively exporting for others to view published work

Differentiated/ Mixed ability Assignments using Illustrator:

School Violence Awareness -Typographic Anti-Bullying Poster Project (Character Ed)

Create typography tiles using the elements of fonts and vector images

Design your Name project

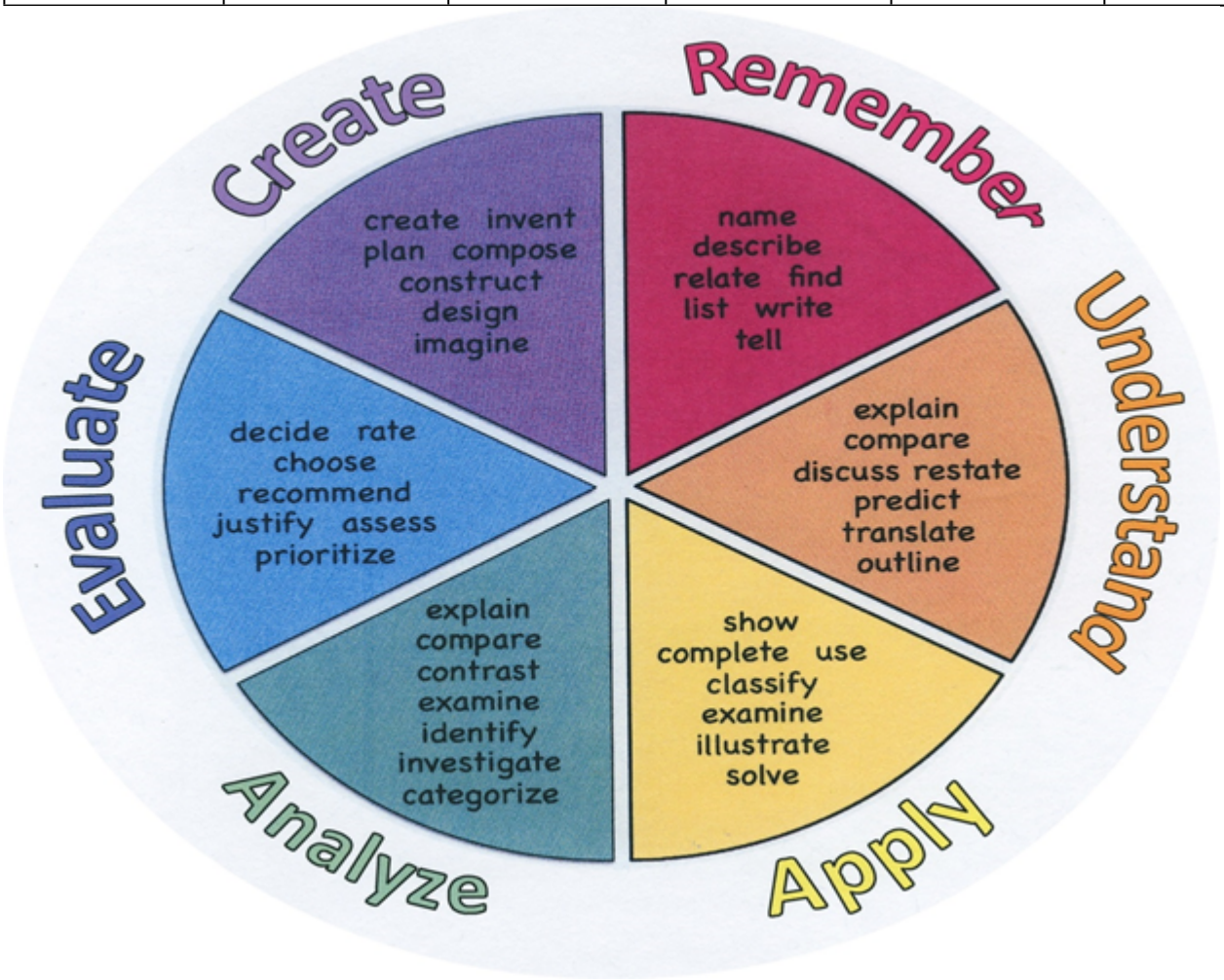
Pen Tool self portrait (level one)

Digital Self-Portrait * (advanced level - may require knowledge of Photoshop)

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 2, students will be able to:

Identify tools in Adobe Illustrator
Classify what is a shape vector
Modify and convert vector art and strokes
Define vocabulary throughout to be able to speak professionally about graphic design
Critique peer work as we continue to follow the tutorial
Compose a poster design and begin the "Dia De Los Muertos" design

Suggested activity:

Students will be able to demonstrate understanding and show mastery of Adobe Illustrator (of the Adode Creative Suite family tools) to complete EPISODES 1 and 2 (Episodes 1-7 in all of SECTION 1) where they will:

- Create panels, workspaces, artboards, vector shapes, fill and stroke effects
- Categorize the colors and swatches
- Understand the pantone system for print color management

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 Illustrator

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

Summative Assessment:

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

Alternative Assessment:

Create a written product outlining the unit's learning and how it applies to today's digital world. Where can these skills be used?

- 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 find a list of ALL other resources available to strengthen lessons in this unit:

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 Illustrator platform

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

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

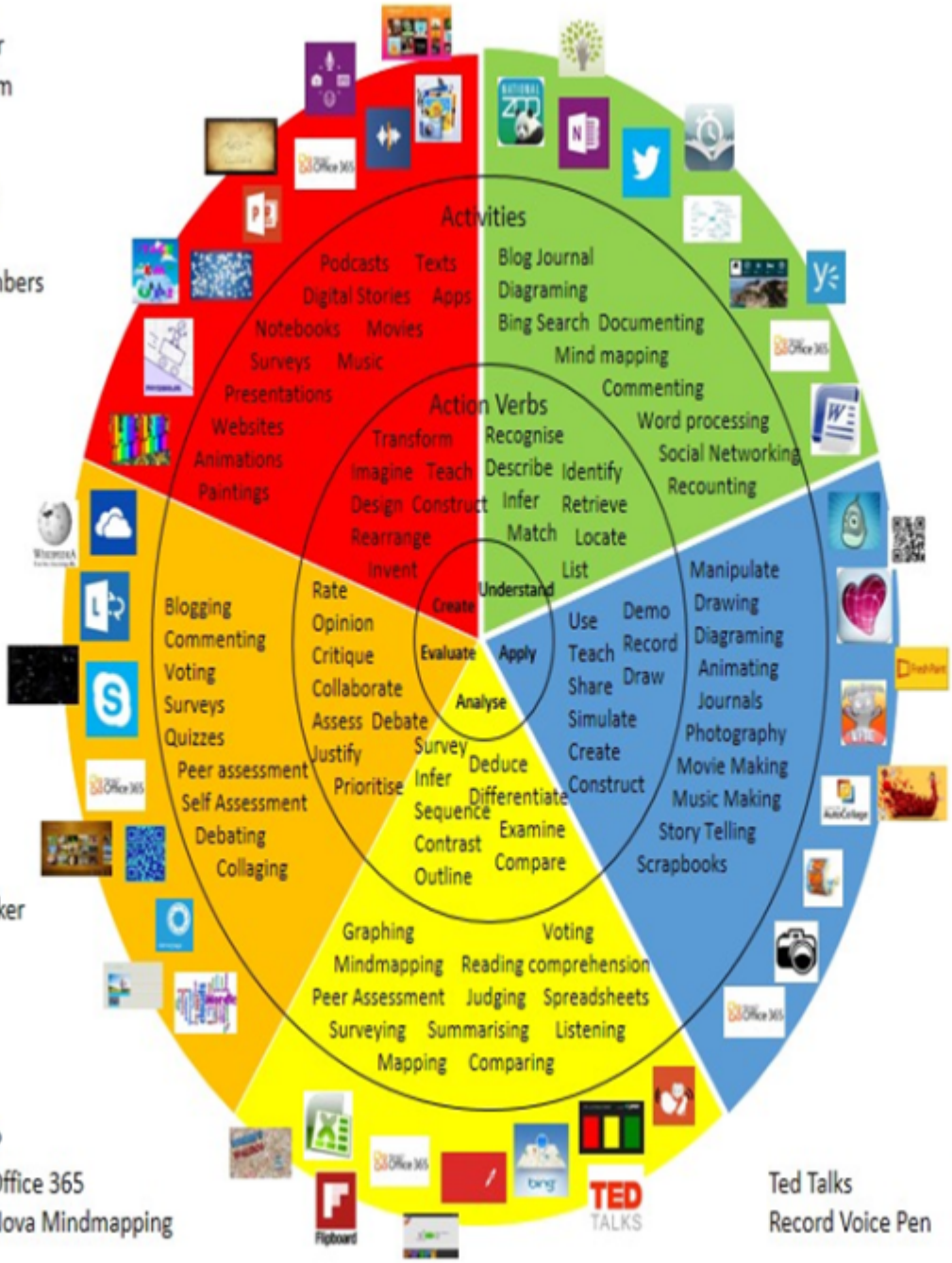
Win 8.1 Apps/Tools Pedagogy Wheel

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
Flipboard
Office 365
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

- 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 2 are:

- Study guides and open-note review related to Formative Assessment readings from all practice and review of tools in Adobe Illustrator
- 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 2 are:

- Extended time on all Google Form formative assessments
- Manipulation of tools with study guides while competing 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 2 are:

- Decreasing the amount of work to complete - 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 2 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 Illustrator
- 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 2 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 Illustrator

- 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 Illustrator: Creating a School Violence Awareness Poster

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).
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	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.
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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 awareness, Mathematics

Statement of Objective: Students will be able to develop typographic creativity and increase students' proficiency in Adobe Illustrator. In addition, the lesson is designed to focus on the pillars of character, "caring" and "respect," while combating bullying. Students will know they are successful when they are evaluated by their peers and teacher/ facilitators on their use of typographic design and how well they incorporated the issues of bullying. There will be rubric scale.

Anticipatory Set/Do Now: Bullying is a problem that affects millions of students of all races and classes. **1 out of 4** kids is bullied and depending on their ages **up to 43%** of students have been bullied while online. Were you aware of these statistics? How do they make you feel? Do they surprise you? Do you think the natiional average is surprising, given the bullying rate at Belleville Middle School? Have you ever been a victim? Discuss. Given our thoughts, we will brainstorm

and come up with messages as we begin to create posters with an overarching theme that BMS Students care about one another and we can stomp out bullys.

Learning Activity: (lesson should take about 3 days)

1. Create a new Adobe Illustrator document 8.5 x 11 (vertical). Refer to all notes from this Unit 2 (while we built the "Day of the Dead" project)
2. Click once on the page with the rectangle tool and create a box 8” x 8”. Position the box so it is aligned with the top and sides of your page (be sure to leave a 1⁄4 inch margin)
3. Lock it, and complete your design in this box.
4. Work up to due date – if you finish one design, think of ways to make it better, or begin a new design idea.

Project grade will be based on:

- Is typography is the main design element?
- Design is original (not a copy of something on the web)
- Utilization of the elements & principles of design
- Creative process (use of class time/development and implementation of ideas)
- Communication and quality of final design
- Requirements met/instructions followed
- *(Note, projects will be hung up around the school building to help raise awareness about school violence)*

Student Assessment/CFU's:

Gallery walk

Hand up/ hand down

Refer to Illustrator notes - check list (self-check)

Materials:

- Computer (Apple/ Mac)
- Adobe Illustrator software program (however, this project may be done with colored pencils on paper if computer access is not available)
- Project handout

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 - or ask a peer

Choice assignment, choice work

Integration of Technology:

- Computer (Apple/ Mac)
- Adobe Illustrator software program (however, this project may be done with colored pencils on paper if computer access is not available)
- Teacher to assist with Smartboard instruction
- Google Classroom