Unit 1: The Nuts and Bolts of Graphic Design

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

Unit Overview

As the introductory unit to this course, this unit will expose students to the concept that design is all around us. Through readings and connections, we will answer the questions "what is graphic design?", "what does a graphic designer do?", and "why is a graphic designer important?", while offering a brief history, allowing students to discover the diversity in this medium and explore its communication throughout history.

In addition, this unit will also highlight the elements of art (space/ balance), the principals of design and its process, and basics in design components, and typography. This unit will also review the career profiles of some professional designers, chronicaling their experiences in graphic arts.

The Nuts and Bolts of Graphic Design

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

UNIT 1: THE NUTS AND BOLTS OF GRAPHIC DESIGN

GRAPHIC DESIGN 8

Belleville Board of Education

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Enduring Understanding

The enduring understandings for this Unit 1 are:

- Graphic design exists as a process of organizing and composing words and images to create a message.
- Graphic design is everywhere, and it is very powerful.
- Effective graphic designers have influenced and improved our lives, and they have made us more discriminating consumers.
- Effective graphic design construction is critical for the user to correctly identify the message of the design and make you a better observer of the world around you.
- Effective graphic design layout is critical for the user to correctly identify the message of the design.
- Awareness of the elements of arts and principles of design will help you to understand and interpret the multiple messages around you.
- In graphic design, studies will emphasize: line, shape, value, texture, color,
- All graphic design has a purpose or a function.
- Color can mean or stand for many different ideas.
- Designers should alwayss be aware of how color can add emotinal or other meaning to any design.
- Many of the elements of art and principles of design are present in every visual image.
- Visual symbols are important in graphic design.

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.

Essential Questions for this unit are:

- What is graphic design?
- What does a graphic designer do?
- Why is a graphic designer important?
- Why and how has design changed?
- Can we connect today's study of graphic design by connecting to a brief history of graphic design?
- How can we learn about design in nature and in the human environment through the study of graphic design?
- What is the graphic design process?
- What are the elements of art and the principles of design, especially as applied to graphic design?
- How do design components add to projects?
- How do designers choose which components (typography, photography, illustrations, scans, etc) will make to their designs?

Exit Skills

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

By the end of Unit 1 8th grade Graphic Design students should be able to:

- Define Graphic Design
- Understand its brief history
- Know the Basic Principles of Design
- Define Typography
- Explain space and balance
- Create a reference clip file
- Know the purpose of graphic design (by the views of three different designers)
- Know line, shape, form, space, texture (actual and implied)
- Define color, value, and light
- Define various vocabulary terms as they relate to this chapter
- Analyze various print media

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 1:

VPA.1.2.8	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.8.A	History of the Arts and Culture
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.2.8.A.CS1	Technological changes have and will continue to substantially influence the development and nature of the arts.
VPA.1.2.8.A.CS2	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
VPA.1.2.8.A.CS3	The arts reflect cultural morays and personal aesthetics throughout the ages.
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 Connections

Art/ Visual

Language Arts (Writing/ Expression and response to questions)

History - Social Studies (The History of Graphic Design)

Technology

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
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.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Learning Objectives

Students will be able to:

Chapter 1:

- Determine that design is in nature and in the human environment
- Compare and contrast a brief history of graphic design with graphic design today
- Understand, demonstrate, and create samples that detail the graphic design process
- Create a reference clip file assignment

- Studio experience: Construct your graphic life
- Sketch logos or brainstorm ideas in sketchbook journal
- Define vocabulary throughout in notebook for collegiate discussion

Chapter 2:

- Outline the elements of art and the principles of design, as they apply to graphic design
- Design and experiment with shape in space to create movement in a simple design
- Analyze a graphic design/ creative work piece - describe/ analyze/ interpret/ evaluate
- Studio experience: Construct a multi-panel flip book showing movement using principals of design
- Define vocabulary throughout in notebook for collegiate discussion

Chapter 3:

- Identify how graphic designers plan, submit, revise, and complete their designs
- Integrate basic design components such as typography, photography, illustrations, and scans
- Critique a case study: Tony and His Doughnut Shop
- Compare and contrast typestyles
- Differentiate between sans and sans serif typefaces
- Studio experience: Create a school event poster
- Define vocabulary throughout in notebook for collegiate discussion
- Design a report detailing a choice biographical sketch of one of three graphic designers (portrait reviews) at the close of each chapter (group work)

End of Chapter 1 review:

- Recall the purpose of graphic design
- Understand what makes an effective graphic design
- Apply by looking at cover of working text/books, describe how covers use text and images to explain content
- Analyze versions of logos (certain images thoughout working text/books)
- Synthesize by looking at images and wondering how you would redesign to make more current?
- Evaluate by choosing any product and explaining how your choice is influenced by the package's design (marketing).

End of Chapter 2 review:

- Recall What is Art Deco style?
- Explain how designers create movement in a design?
- Apply by cutting out geometic shapes in different colors and making patterns
- Analyze how graphic designers create a sense of movement
- Synthesize the use of elements of art
- Evaluate an image in black and white for white space for its effectiveness and persuasiveness to consumer

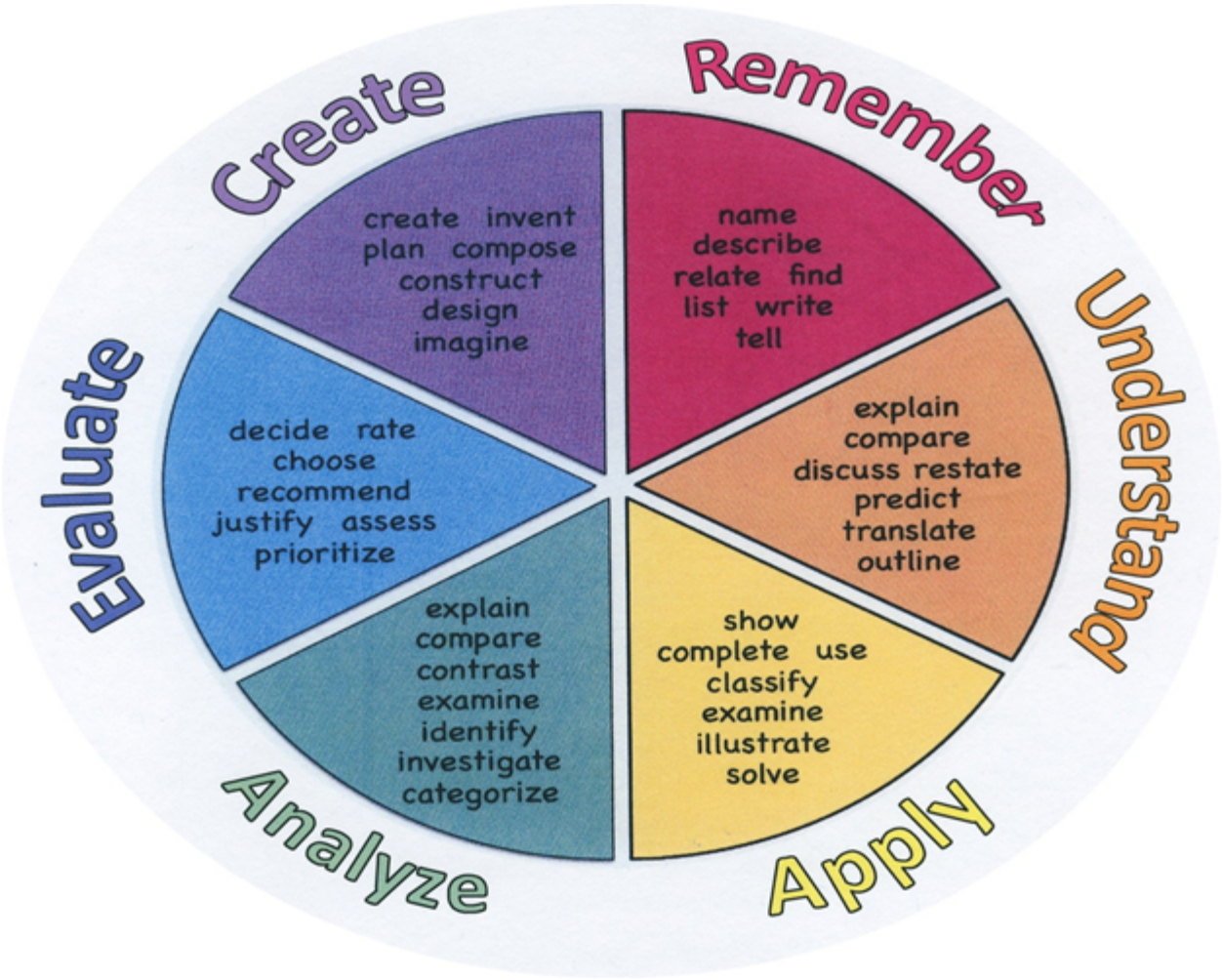
End of Chapter 3 review:

- Recall the two groups that a graphic designer must determine before creating a design
- Understand what are some things a graphic designer should research before creating a design for a business
- Apply the types of design you would need if you were creating a business or personal card for yourself
- Analyze various business card designs - who is the intended audience? What information stands out? Why?
- Synthesize by choosing one of the display fonts in the chapter and deciding what type of personality it has. What type of business or ad would that font be best used for?
- Evaluate by comparing designs by one of the featured graphic designer. Which design works best?

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

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 teirs 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 1, students will be able to:

- **Identify** what graphic design is
- **Classify** different types of typestyles and recognize type families and s
- **Modify** an existing artwork by recreating logos
- **Define** vocabulary throughout to be able to speak professionally about graphic design
- **Critique** other Graphic Design professionals and their paths to career
- **Compose** studio experience, were students construct their own life with images found online or in magazines

Suggested activity:

- Students will create a flip book that shows the movement of a shape through space. Students will be able to use the elements of art and the principles of design to tell a simple story without words.
- Students will be able to create a collaged piece using 3 shades of gray and black on a white background, based on a famous literary quotation. Students will be able to create unity and emphasis in a piece of artwork. (The idea is to create a poster that adds to the meaning of the quote through visual imagery.)

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) at the close of every chapter

Sample font sheets review to determine the difference between serif and san serif type fonts

Question Stems for applying the history of graphic design and compare/ contrast of the career from its onset to now (changes, technology evolution, etc.)

Summative Assessment: Unit test and final product created by the student.

- 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 for Formative Assessment with all chapter readings 1-3 (Beta Quiz using Google Forms)

Use of online research to compare current graphic design practices with the formation of the career as a whole

Understand:

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

Apply:

- Google
- Quizlet
- Pages

Analyze:

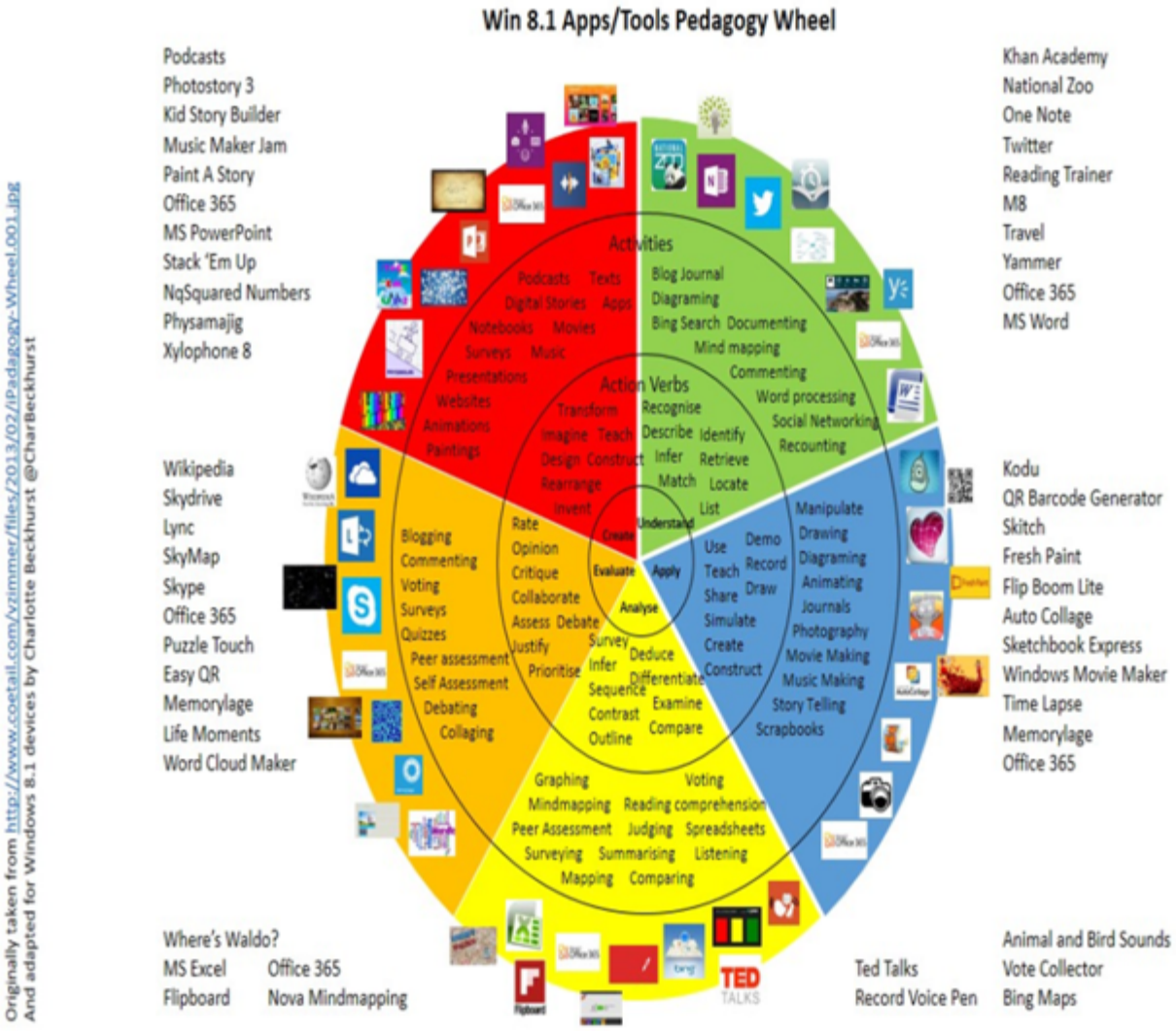
- Survey Monkey
- Poll Daddy
- Numbers / Excel
- Use of listening stations

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



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)
- History (History of Graphic Design)

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

- Khan Academy

- Artsonia
- Go
    - Khan Academy
    - Artsonia
    - Google Institute
    - PBS Learning
    - Newsela
    - Art 21
    - Art Web
    - Getty Institute
    - Sketchbook Express

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- PBS Learning
- Newsela

- Art 21
- Art Web
- Getty Institute
- Sketchbook Express

- 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 1 are:

- Study guides and open-note review related to Formative Assessment readings from all Chapter readings
- Preview all vocabulary for all units, using a matching vocabulary game, visual and definition

- Highlight all text in each chapter to help achieve each objective and key points in the units

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 1 are:

- Extended time on all Google Form formative assessments, from each chapter's reading
- Preview and visual mapping of all vocabulary for all chapter's reading
- Students work with an assigned partner for all creative work

- 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 1 are:

- Provide study guides and open-book assessments for all chapter reviews with extended time if needed
- 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 1 are:

- Teaching key aspects of a topic by eliminating nonessential information, learning just the key history of Graphic Design
- Providing all study guides from the readings in all chapters
- Reducing or omitting some nonessential reading assignments

- 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 1 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

One Lesson per Curriculum is below:

Unit Name: Studio Experience: Studio Event Poster - from Chapter 3 of "The Nuts and Bolts of Graphic 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, Character Education and community

Statement of Objective: In a studio experience, students will create a message on a poster with meaning by announcing a real or fictional school event. They will incorporate basic images, type, and color (as learned in this unit 1). 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: Think about a real or fictional school event you would like to announce - an election, a fund-raiser, athletic event, art show, concert, or dramatic performance. Recall your assignment from last week "Shape moving in Space". How might you use the same basic concept to create an attention-grabbing poster?

Learning Activity: Create it:

1. Think about what your chosen event means. What images would most clearly define it? Sketch four to six possible image in your sketch books. Choose one image to play with on a page. Ask a group member to choose with you, as well. Decide on color, size, space - where would it command the most attention? Experiment with layout. Use books and resources to assist you in classic layout ideas.

2. Consider the words/ text and images that are necessary to get your point across. Do you need dates, times, places, prices?

3. Decide on the importance of the information. What is the most and the least important? What information is obvious and need not be included at all? Experiment with the quantity of text.

4. Experiment with typefaces. Which ones best match the nature of the event? What position will give the text the prominence it needs?

5. Create your work by hand, or on the computer (advanced students who are familiar with graphic programs prior to instruction)

Student Assessment/CFU's: Gallery walk: Hang posters on the wall and observe from a few feet way. What do we notice first? Does the poster clearly announce the event?

Materials: Sketch books, cover stock/ poster paper, pencils, coloring material (colored pencils, markers, etc), additional art resources from art cart; computer graphic programs for those who are advanced (CS suite to be taught next marking period)

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 or InDesign, where appropriate (for advanced students); teacher to project and use SmartBoard/ projector as necessary for instruction

Google Classroom