

# Font and Type

Content Area: **Fine Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **7 weeks**  
Status: **Published**

## **Font And Type - Revised June 2021**

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This unit is an introduction to the fundamentals of typography and the study of letterforms. Students will explore the theoretical and applied use of type as visual form and visible language by learning the nuances of type families, texture, hierarchy, and the introduction to grid constructions. Work will primarily be done off the computer with an introduction to digital type setting.

Revision Date: June 2021

## **Essential Questions**

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How has type developed through the years?

What do we use to measure type?

What are kerning and tracking and why are they important when designing with type?

How can type selection control the message in your designs?

What is the difference between points and picas and when do we use each?

What are some characteristics that define a family of type?

## **Students Will Know/Will Be Skilled At**

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STUDENTS WILL KNOW/ WILL BE SKILLED AT:

- the history of type (timeline).
- how to measure type.
- how to properly select fonts and the appropriate size.
- how to kern and track type.
- the difference between points and picas.
- how to recognize a family of type.
- the history of type development through the years.
- font development is an art form.

- fonts and typefaces help control the message of their design.
- careful font selection is imperative in creating a successful design.
- kerning and tracking of type as a design element.
- the importance of typeface selection.

## **Learning Plan**

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SEQUENCE OF TEACHING AND LEARNING EXPERIENCES, INCLUDING HOW TECHNOLOGY SUPPORTS THE INSTRUCTIONAL PROCESS:

1. Instructor-led discussion on history of type
2. Project(s) directly relating to the history of type and font design
  - Creation/organization of type timeline through the interaction of Smart Board technology.
  - Usage of internet for research.
  - Usage of computer programs (Adobe Illustrator, Adobe In Design etc.) to set type.
3. Teacher-led discussion on the importance of typeface selection (explaining what a family of type is).
4. Student exploration of the importance a typeface has on a design, and how it helps control the mood of the design through discussion, experimentation, and research.
5. Hands on task sheets dealing with kerning and tracking of type.
6. Project(s) relating to type selection and proper kerning and tracking of type.
7. Student centered critique on projects.
8. Rubric assessment.

## **Evidence/Performance Tasks**

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Fine and Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Presenting/ Producing, Connecting, and Responding.

- Hands on task sheets dealing with kerning and tracking of type.

- Project(s) relating to type selection and proper kerning and tracking of type.
- Student centered critique on projects.
- Rubric assessment.

## **Materials**

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The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Materials include: specific software, SmartBoard, data projector, and internet.

## **Suggested Strategies for Modification**

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This link includes content specific accommodations and modifications for all populations:

### [Fine Arts Accommodations & Modifications](#)

Additional differentiation of activities may be based on individual student needs, and information stated in student IEP documents. Discussion activities may include, but are not limited to: student led, teacher led, collaborative small group, pairing and sharing, debate, etc. Class critique sessions may include, but are not limited to: oral, written, small group, full class, etc. Student presentations may include, but are not limited to: Power Point, performance, display boards, etc. Self and teacher evaluation using a rubric may include, but is not limited to: individual, collaborative, pre-conference, post-conference, etc. Use of technology will be based on individual activities (such as specific software, SmartBoard, data projector, internet, etc.) and student needs.