APPLYING YOUR DESIGN SKILLS

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **3-4 WEEKS**
Status: **Published**

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

BRIEF SUMMARY

This unit is ongoing throughout the year. We will be making ourselves available to the community and school as a resource for designs. Some of the work we will tackle is school event posters and flyers, community logos and designs, and an international portrait project. The idea behind this unit is to use our skills to create actual designs that are to be used outside of the classroom. The students learn the business of design as it can be used as a source of income as well as the design, redesign process that goes into getting feedback from customers.

Revision Date: June 2022

STUDENTS WILL KNOW/ STUDENTS WILL BE SKILLED AT

- Students will know how to apply their skills to solve real life design issues.
- Students will know how to use their skills as a means of income in the future.
- Students will know how to deal one on one with clients seeking a Graphic Designer.
- Students will be skilled at working with concepts to create finished design ideas.
- Students will be skilled at bringing to life the ideas of others through the graphic design process.

LEARNING PLAN

- Throughout the year we will be given design assignments from outside sources to tackle.
- As a class we will discuss the task, the target audience, the color scheme and appropriate look.
- Students will design individual and original pieces to submit to the outside source.
- Students will receive feedback throughout the process and as a class we will discuss options.
- The above will continue until the design is agreed upon by all involved.

EVIDENCE/ PERFORMANCE TASKS

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.

- Teacher presentation of course information and assessment methods, such demonstrations may be done using Smart Board.
- Assessment of students' work: Group discussions, class critique, self- and teacher evaluation using rubric.
- Assessment of written responses: Self- and teacher evaluation using rubric.
- Complete logo designs, portrait designs

- Poster designs
- Flyer designs
- Tee shirt designs
- Utilizing learned printing techniques
- Submitting each level of design as we move through the process

MATERIALS

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.

- Computers equipped with the Adobe Creative Cloud Bundle
- Color Printer (inks)
- Internet resources
- Teacher examples
- Internet examples
- Google Classroom
- Projector

SUGGESTED STRATEGIES FOR MODIFICATION

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

Fine Arts Accommodations & Modifications

All materials and notes will be available on the classroom network for access, the teacher will be available to assist and individually instruct any and all students. All necessary modifications and support will be provided to all students in need to reach their fullest potential in this class.