

Unit 01: Design Fundamentals

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **2-3 Weeks**
Status: **Published**

Brief Summary of Unit

This unit will introduce the relationship between the digital media tools used in the industry and how they assist the designer to help create well-balanced and effective compositions. Students will uncover the foundational principles and elements of design by exploring print media in their world and begin the process of applying these to all of their work for the course.

Transfer

Essential Questions

- What is Graphic Design?
- What makes an effective design?
- How can the skills of a graphic designer apply through many ways of communicating?
- What qualities must a Graphic Designer possess in order to be effective in his or her field?
- How has modern software helped shape the Graphic Design field that we know today?

Essential Understandings

1. Communication is enhanced by good design.
2. The principles of design are guidelines for arranging the elements of a graphic design and are not to be considered a strict set of rules that will guarantee good results.

Students Will Know

- The basic operations, tools and vocabulary related to Adobe Illustrator.
- The six principles of design: balance, emphasis, proportion, contrast, rhythm, and unity.

- The basic elements of Graphic Design: text, space, color, line, shape, value.
- That a good design attracts, organizes, communicates, and makes a lasting impression.
- How to identify effective and ineffective design examples in the print world.
- How to critique and analyze their own work and work of their peers.
- How to utilize their knowledge and understanding of design to create an effective composition
- That the principles of design are guidelines for arranging the elements of a graphic design and are not to be considered a strict set of rules that will guarantee good results.

Students Will Be Skilled At

- Identifying design elements in print examples.
- Creating effective designs using the elements and principles of design along with their understanding of using design as a way of communication.
- Utilizing the various tools and applications of the Software used in the industry.
- Developing an understanding of the basic tools and operations of Adobe Illustrator.
- *Using Adobe Illustrator as one vehicle to express their knowledge and showcase their understanding of the elements and principles of design.*
- *Creating well-balanced compositions to communicate a message.*
- Generating concepts, ideas, solving problems, design, assess, and redesigning projects to create effective designs that meet the needs of their clients.
- *Accepting critique, providing evidence to support concept development, defending work in discussions.*
- - The steps in the design loop, how to build concepts and get their ideas on paper.
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Evidence/Performance Tasks

- Students demonstrate understanding of design concepts identifying the elements and principles of

design in examples they find.

- Project based assignments that will have specific design element goals linked to specific rubrics.
- Students use their knowledge of the program to build a worksheet centered on the principles and elements of design for future reference.
- Student self-assessment of work product in relationship to achieving design goals.
- Qualities to be considered and assessed are... - Effective communication of design element through product - Daily classwork and problem solving independence - Ability to describe and communicate in discussion and written critiques the use and understanding of the ele

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Teacher presentation of the functions of the basic tools in Adobe Illustrator.
- Teacher presentation of the elements of Graphic Design and the Design Principles.
- Students will research and find their own examples of each element of design and share these findings within small groups.
- Class discussion and reflection on these examples.
- Class activity and discussion: students problem solve design problems. Using their notes and referring to class handouts. - The class will be introduced to the tool bar in Adobe Illustrator and the application of these tools to create examples of the elements of design - Students will continue to learn the application and build their own examples of the elements of design - Students will research and learn about the design loop and how to use it to help build ideas and concepts for design. - Students will use the knowledge of Adobe Illustrator and its tools to create a reference sheet centered around the elements and principles of design (this will be used throughout the unit as a reference guide) - Students will recreate logos, using type, color and shapes.
- Students will then read over a handout addressing their new project, Creating a personal Logo - Students will research and create a word list made up of ten adjectives that describe who they are and what they represent. - Students will use these ideas to create thumbnail sketches and research their color scheme - Students will present these sketches to the instructor and discuss which ideas have the most promise for the project - Student will then create their two logos, one in CMYK mode, and another in Grayscale - Students must use their full name in at least one logo and have a color gradient in the CMYK logo.
- Teacher will be available for individual instruction and assistance where necessary.
- Quiz related to the tools, their usage and the elements and principles of design.
- Teacher assessment and Student self-assessment

via rubric.

Materials

- Online examples
- Teacher examples
- Handouts
- Class notes
- Rubrics
- Adobe Illustrator

Suggested Strategies for 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.