Unit 04: Type in Design

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

Brief Summary of Unit

Students will learn the importance of type in the design field. They will learn the basics of type design and the vocabulary related to typography. Students will use this knowledge to create their own letterforms and imagery using type.

Standards

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

VA.9-12.1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
VA.9-12.1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
VA.9-12.1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
	What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
VA.9-12.1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
VA.9-12.1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
	Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.
VA.9-12.1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
	Perceive
VA.9-12.1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
VA.9-12.1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
	People gain insights into meanings of artworks by engaging in the process of art criticism.
	What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
VA.9-12.1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence

	found in the work and its various contexts.
	People evaluate art based on various criteria.
	How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
VA.9-12.1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
VA.9-12.1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
	Synthesize

Essential Questions

- Does type selection make or break a design? Why or why not?

- Is type used as an element in design?

- How can type be its own form of design?

- What goes into the process of type design?

Essential Understandings

- The importance of shapes within letterforms.

- Typestyles often have different expressive qualities.

- That type is a design in itself.

Students Will Know

- How to apply type in an expressive way to reveal content clearly and memorably with least resistance to reader.

- How to create their own letterforms.

- That type is an essential part of design.

- The basic vocabulary related to typography (ascender, descender, serif, x-height, baseline, counter).

Students Will Be Skilled At

- Creating recognizable letterforms that are expressive using the pen tool.

- Using the Type tool and the type on a path tool.

- Adjusting the size and stroke of type.

- Downloading typefaces and uploading the unzipped file to the Adobe Fonts ATM folder.

- Rotating and reflecting pieces of type.

- Creating outlines on type and adjusting their forms with the direct selections tool.

- Creating drop shadows and effects using the CTRL C CTRL B commands.

- Locking and unlocking selections.

- Using the Effect Warp function to warp text in different ways - To give their type Arc, Arc Upper, Arc Lower, Arch, Bulge, Shell Upper, Shell Lower, Flag, Wave, Fisheye, Inflate, Squeeze, Twist.

Evidence/Performance Tasks

- Students will use the pen tool to trace out letterforms, starting with straight lined letters and moving on to letters with curves.

- These performance tasks will be assessed and students will be challenged to work at high levels.

- Students will be given their project, type as an image, and asked to create thumbnail sketches which will be graded.

- The task is to find 3 international cities and an object that represents that city - Using the name of the city students will recreate that image by drawing out the letterforms - Students will create three city images and fill out the project rubric.

- Students will evaluate their effort and designs during a student centered critique at the conclusion of each project.

- Qualities that will be looked at and assessed are… - Class work and effort - Use and understanding the usage and properties of the pen tool - Overall final design - Individual growth.

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.

- Teacher presentation of creating letterforms and warping type - During this presentation students will be required to take notes and fill in handout sheets - The instructor will revisit the pen tool, and its

different qualities using the white board - Students will recreate the example shown in class and present that to the instructor to ensure their comprehension of the material and steps involved.

- Class activity and discussion: students problem solve design problems using the pen tool.

- Class activity: Students will research international cities and list on paper what characteristics define these cities (landmarks, animals, cultural imagery etc).

- Students will then read over a handout addressing their new project, Using Type as Image - Assignment: Using Adobe Illustrator only - create three recognizable illustrations using type. Recreate a recognizable image using the name of the international city that you choose. Additional illustration may be needed but the text must make up at least 90 percent of the overall image.

Materials

- Online examples

- Teacher examples

- Handouts

- Class notes

- 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.

- Modified project guidelines will be available to meet students' needs