

Unit 1: Vector Self Portraits

Content Area: **Art**
Course(s): **Generic Course**
Time Period: **1st Marking Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

Unit 1 Graphic Design III is a portfolio course. Therefore, a professional level portfolio should be developed with projects demonstrating the process from the original concepts to the final design, showing that the individual creative process is essential. The portfolio is aimed at developing individual creative pursuit which leads to career planning. The students are given a professional portfolio that should include no less than 25 pieces of work encompassing previous work from Graphic Design 1 but mostly Graphic Design 2 & eventually Graphic Design 3. The students leave with the portfolio at the end of the 4th marking period which they can present to prospective colleges if they intend to enroll in any graphic design program.

Vector Self Portrait: This Unit: aims at reviewing & reinforcing the technical and critical aspects of the Vector Portrait project from Graphic Design 1 and expands it to a self-portrait. The self-portrait also gets the students to approach the subject more critically by deciding on the style, approach and overall look rather than following a specific set of requirements. This project will be used again to discuss socio-political issues later in Unit 2. They will use either Adobe Illustrator or Adobe Photoshop or a combination of both platforms. At this level of educational attainment, the students are encouraged to work as a professional and choose the software that suits their creativity. Students will practice previously learned skills and apply those skills to a variety of projects upon completion of the portrait project.

TECH.8.1.12.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

Transfer

Students will be able to independently use their learning to develop their personal style and further explore their visual identity.

-It is important for the students to strive for artistic and creative integrity. This intellectual and creative process leads them to that development.

Meaning

Vector portrait is an essential and important college based project. It is a project that is predominately done in most of the college graphic design programs because of its meaningful illustrative importance.

Understandings

This project is normally introduced to the students in Graphic Design 1 and the expectations in now in Graphic Design 3 is higher. Students will be revising and developing a more artistic and technical proficiency with this unit that is much more challenging and professional.

The students have to grasp the intricate use of the tools and palettes through a challenging environment to create a clean visual graphic presentation of their self portrait and lead to the attainment of mastery.

Essential Questions

What approach are you using to create your portrait and why?

What tools are you using and to what extent do you remember how to use the tools?

What level of mastery does the student crave to attain that goes beyond their level of accomplishment in Graphic Design 1 when such a project was taught?

Does the portrait capture your likeness effectively?

Does the style reflect your personality?

Does the the project meet the college and professional expectations?

Application of Knowledge and Skill

Application and skills of knowlege is based on what the students acquired in the past and how they can be challenged to show growth and proficiency.

Students will know...

The students will revise the usage of the pen tool, which is an important illustrational tool dealing with clean curves and not just connecting anchor points that seems to be the easier and comfortable approach.

It's a great opportunity for the students to explore sampling and applying colors.

If they approach the portrait in typography, they are forced to use to contrasting fonts for the typography, manipulate, scale and overlap the fonts to create the portrait.

They will also use the tools and palettes extensively

Students will be skilled at...

The students will attain a higher level of mastery with the pen tool or typography.

Academic Vocabulary

Template & Layering

Directional Lines

Directional Curves

Blending Modes

Anchor Points

Deleting and Adding Anchor Points

Color & Contrast in fonts and color application

Learning Goal

LEARNING GOALS: THE STUDENTS WOULD BE ABLE TO CREATE A VECTOR SELF PORTRAIT EXPANDING UPON TECHNIQUES FROM GRAHPIC DESIGN 1 WHICH WILL ALLOW THE STUDENT TO FURTHER EXPLORE THE GRAPHICS PROGRAMS AND THEIR CAPABILITIES. THIS SHOULD INCLUDE THE DECISION AS TO THE USE OF TYPOGRAPHY OR PENTOOOL PROCESS. AT THE END OF THE PORTRAIT, THE STUDENTS WILL HAVE REVIEWED & MASTERED THE ESSENTIAL PALETTES & TOOLS THAT ARE RELEVANT TO THIS PROJECT.

VPA.1.1.12

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

VPA.1.1.12.A.CS2

Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.

CAEP.9.2.12.C

Career Preparation

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

Target 1-- Level 1 Retrieval

SWBAT:

1. Review and recover the skills necessary to complete the project including the pen tool, text tool, color palettes, etc.
 2. Examine their individual student technical capabilities.
 3. Recognize what they know and set new goals for themselves.
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CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

Target 2-- Level 2 Comprehension

SWBAT:

1. Understand the different forms and styles of a self-portrait.
2. Choice of font, color and image all reflect the artists intent.

VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.12.A.2	Categorize the elements, principles, and choreographic structures of dance masterworks.
VPA.1.1.12.B.CS1	Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

Target 3-- Analysis

SWBAT:

1. Examine the likeness of the portrait as they progress
 2. Meet their problems and challenges with suggestions and solutions that would be verbal and pragmatic
 3. Share their project on google slide through which they would receive peer critiques on their progress
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VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

Target 4-- Knowledge Utilization

SWBAT:

1. At the end of the project, greater expectations and goals for mastery must be met.
2. Examine the project for likeness, clean vector line/curves and good color observation,
3. Any critique and suggestions have to be implemented.
4. Print the portraits and insert it in the first clear sleeve of the portfolio.

VPA.1.1.12

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

VPA.1.1.12.A.2

Categorize the elements, principles, and choreographic structures of dance masterworks.

VPA.1.1.12.B.CS1

Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.

TECH.8.1.12.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

Summative Assessment

1. CRITIQUE OF THE PROJECT.
2. CLASS DISCUSSION.
3. INDIVIDUAL NOTATION OF ACCOMPLISHMENTS AND PROBLEMS.
4. SUGGESTIONS FROM THE CLASS & TEACHER REGARDING THE PROJECT.
5. UPLOADING THE PROJECT ON GOOGLE SLIDE.

Formative Assessment and Performance Opportunities

1. In-class discussion, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Digital assessments with accompanying assignments.
5. Research.
7. Responses.
8. Think/Pair/Share activities.
9. Teacher's Response.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

Unit Resources

RESOURCES:

1. <https://design.tutsplus.com/courses/advanced-vector-portraits>
2. <http://www.designyourway.net/diverse/5/adobeill/turn-portraits-into-stylish-vector-art.jpg>
3. Research online tutorials

Examine higher technical approach and mastery from other designers and their work

Samples of previous work