

Unit 3: Personal Corporate Identity

Content Area: **Art**
Course(s): **Generic Course**
Time Period: **8 weeks**
Length: **8 Weeks**
Status: **Published**

Unit Overview

Unit 3: Personal Corporate Identity: The Students would be able to create their personal corporate identity by the end of this unit. The students are encouraged to research, examine and analyze how economic conditions and societal changes influence employment trends and future education. They would think critically about their career choices based on their interests. They will design their Logo, Letterhead, Business Card, Corporate Envelope and Self Promotional Brochure geared to the expertise, needs and special products their company offers.

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.

Transfer

Students will be able to independently use their design skills to develop their personal visual style and further explore their visual identity by designing their own corporate identity.

Students are challenged to think about their future and career paths and also how such skills and expertise can be marketed.

-It is important for students to strive for artistic excellence and creative integrity. This intellectual and creative process leads them to that development and is shown through their designs.

Meaning

Such a project forces the students to examine their career options and hopefully gives serious attention to their future goals.

Understandings

Students will be revising and developing a more artistic and technical proficiency with this unit that is much more challenging, career oriented 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 various corporate identity that should show continuity in

design, color and presentation.

Essential Questions

What software platform are you using to create your corporate identity and why?

Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

What career choices are you researching and what are factors you considering to make your decision?

What level of mastery does the student crave to attain that goes beyond tackling such a task in Graphic Design 1?

Does the corporate identity communicate effectively the skills and expertise that you offer?

Is there continuity between the various designs such as: Logo, Business Card, Letterhead, Envelope and Promotional Brochure?

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.

At this juncture of the students' academic pursuit and skill level, a lot of them are encouraged to work independently and make professional decisions as a designer.

Students will know...

The students will research online professional design companies doing corporate identities and critically analyze the design, look at how color is used to reflect strong identity for the company.

It's a great opportunity for the students to explore and consider various career options. It is beneficial to those students who are undecided at this point and close to graduating. They are encouraged to search deeper for a career choice that can utilize their talent.

In doing this project, they are forced to use to contrasting fonts for typography, incorporate samples of their projects or products that they hope to offer, and be very professional with the design.

They will print copies of these brochures that they can use and further update.

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 GOAL: THE STUDENTS BY THE END OF THE PROJECT WOULD BE ABLE TO INVESTIGATE CAREER OPTIONS & DECIDE ON THE CAREER PATH FOR THEIR FUTURE. THEN WOULD CREATE THEIR PERSONAL CORPORATE IDENTITY THAT WOULD INCLUDE: LOGO, BUSINESS CARD, LETTERHEAD, CORPORATE ENVELOPE, AND PROMOTIONAL BROCHURE ADVERTISING THEIR EXPERTISE.

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.D.CS2

Stimuli for the creation of artworks can come from many places, including other arts disciplines.

VPA.1.3.12

All students will synthesize those skills, media, methods, and technologies appropriate to

	creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.4.12.A	Aesthetic Responses
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
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.4	Analyze how economic conditions and societal changes influence employment trends and future education.
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.
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.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.CS1	Understand and use technology systems.
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.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Target 1-- Level 1 Retrieval

SWBAT:

1. Determine to design their own personal corporate identities.
 2. Examine individually the various career options and gravitate to a choice that they think captures their natural gifts, endowment, and interest.
 3. Recognize what they know and set new goals for themselves both in their career decisions and also their design process.
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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.
VPA.1.1.12.A.CS1	Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.
VPA.1.1.12.A.CS2	Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
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.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
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.
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.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.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Target 2-- Level 2 Comprehension

SWBAT:

1. Research and understand the different careers, the demands, and how lucrative they are.
2. Choice of font, color and image all reflect the designers' career intent, personality and interest.

VPA.1.1.12.A.2	Categorize the elements, principles, and choreographic structures of dance masterworks.
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VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual 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.3	Identify transferable career skills and design alternate career plans.
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.
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.CS2	Create original works as a means of personal or group expression.

Target 3-- Analysis

SWBAT:

1. Examine to what level they have effectively and personally communicated their interests and desires through the designs.
 2. Critically assess to what extent they have met their expectations and are ready to meet the expectations of their prospective clients and solve and respond to their needs.
 3. Share their project on google slide through which they would receive peer critiques on their progress.
 4. Class discussion regarding the various career options and allow the students to articulate passionately how they hope to succeed and realize their dreams.
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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.
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

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.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
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.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. Any critique and suggestions have to be implemented.
 3. Ensure that the students have analyzed how economic conditions and societal changes influence employment trends and future education and career opportunities.
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VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
VPA.1.4.12.B.CS3	Art and art-making reflect and affect the role of technology in a global society.
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.3	Identify transferable career skills and design alternate career plans.

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:

Research online tutorials

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

Samples of previous work