

Unit 4: 22 Pages CNN Heroes Magazine Design Layout

Content Area: **Art**
Course(s): **Generic Course, Graphic Design II**
Time Period: **1 marking period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

Unit 4: 22 Pages CNN Heroes Magazine Project: This unit gives the students an opportunity to create 22 Pages CNN Hero Magazine layout, based on their experience with Adobe InDesign acquired in Graphic Design 2 . The students will research, design and edit their multi-page magazine for a commercial or professional audience and present it to peers and/or professionals in that related area for review. CNN Heroes is the Peabody Award-winning and Emmy-nominated program that celebrates individuals who make extraordinary contributions to improve the lives of others all over the world. These everyday heroes are nominated through a video submission to CNN by people in their communities who consider them to be heroes.

VPA.1.3.12.D.2

Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

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.

Transfer

Students will be able to independently use their learning to...

- Use InDesign software to develop and create professional looking documents.
- Combine text and graphics to create professional design.
- Use learned skills and apply them to any software.
- Create designs that "pop" and get attention.

Meaning

The CNN Heroes Award Committee is meaningful because CNN Viewers all over the world passionately selects their heroes that are doing amazing things in their community by submitting a 5-7mins video detailing their activities. The intent of doing such a project is to get my students to read these motivational stories and hopefully gives them a better outlook and perspective about life.

Understandings

Students will understand that...

- the CNN Heroes Award Ceremony hosted by Anderson Cooper which they would not have watched if it was not for the project.
- The students will be able to conduct in depth research on the CNN Heroes Award and selection process. More importantly, they will read all the motivational stories of the the ten heroes that are normally selected from various parts of the world.
- The heroes projects and their stories will hopefully become an inspiration to the students and possibly move them think about helping humanity as well.
- Planning and organizing visual elements by the use of diagrams, sketchbooks, thumbnails and lists is crucial to coming up with a good graphic design.
- The rules of art and design always apply, but can be broken once mastered as long as it is done for a particular reason.
- Layout skills learned in class are transferrable to any job/class/project they obtain.
- Thinking "outside the box" instead of using templates.

Essential Questions

Students will keep considering...

- What is a CNN Hero and why are they deserving of this title?
- When did the CNN Heroes Program start and who started it?
- What is the selection and nomination process?
- What types of projects can I use InDesign for?
- When is the Award Ceremony?
- What do I have to research and how many pictures do I have to save?
- Am I always considering the elements and principles of art in my work? Can I describe and talk about how I've used them?
- How can I use InDesign in combination with Illustrator and Photoshop to create new things?
- How can I import graphics and text into InDesign and create a legible cohesive piece?

Application of Knowledge and Skill

The students have acquired college level experience skills working with Adobe Illustrator, Adobe Photoshop and Adobe InDesign. Apart from their technical acquisition, through their project based knowlege, they are professionally advanced to practically execute such a high end project that would never have to even do in college. 22 Pages Magazine is quite elaborate from the literary perspective of research and the design domain and expectations.

Students will know...

Students will know...

And effectively use the tools and functions of InDesign.

They will be doing the following:

- setting up a 22 page document (multiple pages)
- the difference between readers and printers spreads
- selections
- shape tools
- margins, columns and gutter options
- pages palette
- frames
- object options & effects
- text frame options
- drawing editing and linking text boxes
- character and paragraph palettes
- text on a path
- importing, fitting and adjusting images
- clipping paths

- color palettes (CMYK, RGB, spot colors)

- tabs

How to import text and graphics.

How to use multiple pages and master pages in a document.

How to align, justify and wrap text in and around images.

How to create tables and edit them.

Students will be skilled at..

Explaining the intent and use of the elements and principles of art and design in critiques.

Developing layouts that are visually appealing and deliver the intended message.

Working with all three software programs as a cross platform.

Editing typography.

- setting up a 22 pages document (multiple pages)

- selection

- shape tools

- margins, columns and gutter options

- pages palette

- frames

- object options & effects

- text frame options

- drawing editing and linking text boxes

- character and paragraph palettes

- text on a path

- importing, fitting and adjusting images

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How to create tables and edit them.

Academic Vocabulary

Typography, Vector, Raster, CMYK, Pantone, Spot Colors, Grayscale, Master Page, Facing Pages, Paste in Place, Spread, Bleed, Crop, Margin, Column, Row, Layout, Alignment, Repetition, Justification, Contrast, Grid System, Rule of Thirds, The Golden Ratio, Fibonacci Sequence, Headline, Body Text, Tabs, Glyphs, Style Sheets, Proportion, Clipping Path, Text Wrap, Pathfinder, Table, Layers, Folio, Trim Line....

Learning Goal

The students would have an opportunity, based on their experience with Adobe InDesign acquired in Graphic Design 2 to create a 22 page CNN Hero Magazine layout. The students will research, design and edit their multi-page magazine for a commercial or professional audience and present it to peers and/or professionals in that related area for review. CNN Heroes is the Peabody Award-winning and Emmy-nominated program that celebrates individuals who make extraordinary contributions to improve the lives of others all over the world. These everyday heroes are nominated through a video submission to CNN by people in their communities who consider them to be heroes. In the magazine layout design, they will be challenged to use columns, text wrap, images and the rules of typography correctly and professionally that goes above and beyond the basics. The project incorporates their own creativity, and explores the options and boundaries of design independently.

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.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.1.3.12.D.1

Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

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| VPA.1.3.12.D.2 | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. |
| VPA.1.3.12.D.3 | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used. |
| VPA.1.3.12.D.CS1 | How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. |
| VPA.1.3.12.D.CS3 | The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience. |
| VPA.1.3.12.D.CS4 | Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies. |
| VPA.1.4.12.B.CS2 | The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown. |
| 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.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| 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.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |
| TECH.8.1.12.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. |
| TECH.8.1.12.D.CS3 | Exhibit leadership for digital citizenship. |
| TECH.8.1.12.E.CS1 | Plan strategies to guide inquiry. |
| TECH.8.1.12.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| TECH.8.1.12.F.CS2 | Plan and manage activities to develop a solution or complete a project. |

Target 1-- Level 1 Retrieval

SWBAT:

1. Use research methods to retrieve information about the 10 CNN Heroes & the Super Hero.
2. Use organizational skills to download the pictures and organize the texts from the individual articles into an

organized and progressive layout.

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| 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. |
| 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.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. |
| 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.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. |
| TECH.8.1.12.D.CS2 | Demonstrate personal responsibility for lifelong learning. |
| TECH.8.1.12.D.CS3 | Exhibit leadership for digital citizenship. |
| TECH.8.1.12.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |

Target 2-- Level 2 Comprehension

SWBAT:

1. Set up an InDesign document with multiple pages, single pages vs. facing pages, margins, columns, gutter.
 2. Use InDesign to create vector shapes.
 3. Use Drop Caps, import text, insert, format, manipulate, colorize, wrap, and outline text with InDesign.
 4. Import various file types and add images to a document.
 5. Rotate, size, transform, create frames, fitting, clipping paths, add effects to images.
 6. Link text boxes, flow text and add tabs.
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|-------------------|---|
| 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.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.12.D.CS1 | Advocate and practice safe, legal, and responsible use of information and technology. |
| TECH.8.1.12.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| TECH.8.1.12.E.CS3 | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. |

Target 3-- Analysis

SWBAT:

1. Examine each review of the heroes stories and determine what is relevant and how it can be used.
 2. Critically assess and arrange the photographs in a professional layout.
 3. Combine text and graphics while adhering to the rules of typography.
 4. Independently set up documents and designs to meet the assignment criteria.
 5. Use a grid layout to create documents and pages.
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| 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.1.3.12.D.1 | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. |
| VPA.1.3.12.D.2 | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. |
| VPA.1.3.12.D.CS1 | How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. |
| VPA.1.3.12.D.CS3 | The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience. |
| VPA.1.3.12.D.CS4 | Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies. |

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| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.F.CS2 | Plan and manage activities to develop a solution or complete a project. |

Target 4-- Knowledge Utilization

SWBAT:

1. They will use the stories to create appealing layout.
 2. They will be organized and be very structured with the information during research.
 3. The inspirational stories will prepare them to think about humanity and what they can contribute as a citizen.
 2. Print thumbnails of the magazine and make corrections before final print is done.
 3. Bind the final magazine and place it in their portfolio.
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|-------------------|---|
| VPA.1.3.12.D.1 | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. |
| VPA.1.3.12.D.3 | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used. |
| VPA.1.3.12.D.CS1 | How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. |
| VPA.1.4.12.B.CS2 | The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown. |
| 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.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |

Summative Assessment

Final 22 page magazine layout.

21st Century Life and Careers

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |

Formative Assessment and Performance Opportunities

1. In-class reading, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Digital assessments with accompanying assignments.
5. Surveys.
6. Think/Pair/Share activities.
7. Teacher-directed Q and A.
8. Teacher observation.
9. Additional practice activities.
10. Critiques.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.

2. Small-group, teacher-monitored learning activities.
3. One-on-one teaching/lessons with teacher.

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. <http://www.cnn.com/videos/world/2016/10/26/cnn-heroes-top-10-tc-orig.cnn>
2. <http://www.cnn.com/2016/10/26/world/cnn-heroes-top-ten-2016/index.html>
3. <https://inspirationhut.net/inspiration/42-examples-of-magazine-layout-design/>

Pantone.com

Designersinsights.com