

Graphic Design (Grade 8)

Content Area: **Art**
Course(s): **Williamstown Middle School Course**
Time Period: **6 weeks**
Length: **1 Cycle (30 Days)**
Status: **Published**

Unit Overview

Offered as a six week cycle class for 8th grade students, Graphic Design is a class that teaches Art and Technology. In this class students will use design as a creative process in communication. Students will also explore various images to create a visual representation of ideas and messages. Students will use the basic Elements and Principles of Art and also learn how to use the computer program Adobe Photoshop. This class teaches the basics of Graphic Design through an Illustrative and Corporate view.

Transfer

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

1. Demonstrate proper studio procedures and safety regulations
2. Demonstrate pre-planning skills and techniques
3. Effectively use of tools, equipment, media, technical and creative processes
4. Demonstrate skill in observation and concentration
5. Demonstrate the appropriate use of time in the completion of assignments
6. Create illustrative media using photo manipulation techniques
7. Access and edit materials from a computer hard disk, memory card, cloud storage or other media resources.
8. Summarize fair use and Creative Commons guidelines in reference to digital video and information production
9. Work in collaboration with peers to create an original production
10. Experiment using a variety of skills, techniques, media and procedures
11. Develop an awareness for careers in the Graphic Design field (both technical and aesthetic)
12. Recognize both social and cultural themes and how they affect the “feeling” in a design
13. Explore past and present art forms in relation to the development of modern Graphic Design.
14. Understand the motive for creating digital designs and illustrations.
16. Use proper technology, art/design terminology

17. Support constructive criticism (both taking and giving)

18. Learn to respect others work ethic, expression of themselves and aesthetic ways of thinking

Meaning

Understandings

Students will understand that...

1. Successful design doesn't just happen. It is through proper planning, brainstorming and iteration that a successful design can be created.
2. Every design technique and image manipulation technique can be done in various ways.
3. Knowledge of the origin of a digital tool and how it works is just as important as knowing how to use it.
4. There is a correct and incorrect way to design for the tool being used.
5. There are multiple possible answers to the same problem.
6. There are multiple ways to create the same design and determining the best tool for the project at hand is important.
7. Self-evaluation and reiteration of work is key to successful creation.
8. It is important to have empathy to properly understand and define a problem that needs a solution
9. Failure is part of the design and creation process. We learn from our mistakes and reiterate. We "Learn by Doing"

Essential Questions

Students will keep considering...

1. How are visual and performing arts skills used to help us adapt to an ever-changing technological world, and to construct suitable creative expressions of this world in dance, theater, music and visual arts?
2. How can I interpret and communicate a message through digital Design and Illustration?

3. Can a particular art work or production be interpreted differently by multiple viewers? Why?
4. How do we use the elements and principles of art and design in the creation and response of Graphic Design and Illustration?
5. How has Graphic Design evolved?
6. Why is it important to have knowledge of the hardware we use, not just the software installed on it?

Application of Knowledge and Skill

Students will know...

Students will know...

Graphic design often refers to both the process (designing) by which the communication is created and the products (designs) which are generated. Common uses of graphic design include identity (logos and branding), publications (magazines, newspapers and books), print advertisements, posters, billboards, website graphics, and elements and sign and product packaging. For example, a product package might include a logo or other artwork, organized text and pure design elements such as images, shapes, and color which unify the piece.

Students will be skilled at...

Students will be skilled at...

1. Defining the Elements and Principles of Art
2. Producing Graphic Design and Artwork using the Design Process
3. Choosing the correct media and tools to create digital artwork efficiently.
4. Choosing the correct Elements and Principles of Art and Design to invoke a desired feeling in the viewer(s).
5. Successfully use Layering in Photoshop to create depth in a design.
6. Creating original, creative, and interesting works with professional editing software.
7. Collaborating with others with the purpose of critique to create higher level digital artwork.

8. Developing illustrative, typographical, branding, and editorial Digital works.

Academic Vocabulary

Vocab - Graphic Design - Color Theory

Color, Spectrum, Color Wheel, Primary Colors, Secondary Colors, Intermediate Colors, Analogous Colors, Complementary Colors, Split-Complement, Color Triad, Warm Colors, Cool Colors, Color Scheme, Monochromatic, High-Key, Low-Key, Optical Color, Arbitrary Color, Tonality, Hue, Intensity, Value (Tint, Tone, Shade), Neutrals, Contrast, Pigments, Vehicle/Binder, Opaque, Muddy, Translucent, Bleed, Wash, Three Properties of Color (Hue, Value, Intensity), Afterimage

Extreme Long Shot, Long Shot, Medium Shot (2-shot, 3-shot) Close-up, Extreme Close Up

Vocab - Graphic Design - Elements of Art

Line, Shape/Form, Color, Value, Texture, Space/Perspective

Vocab - Graphic Design - Principles of Art

Pattern, Rhythm/Movement, Proportion/Scale, Balance, Unity, Emphasis

Vocab - Graphic Design - General

Alignment, Bleed, CMYK, Color Theory, DPI, Focal Point, Grid, Kerning, Mockup, Positive/Negative Space, PPI, Raster Images, Resolution, RGB, Typography, Texture, Vector, Movement, Asymmetrical, Branding, Comp, Font, Pixel, Sans-Serif, Serif, Selection, Spread, Watermark, Weight, Stroke,

Learning Goal 1

Students will understand the concept of the Elements and Principles of Art/Design and Color theory and will

be able to use this knowledge to create works of art expressing the use of this theory.

VPA.1.1.8	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.1.4.8	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Target 1

Students will be able to create a standard color wheel and be able to demonstrate knowledge of color theory through proper labeling of the wheel.

VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.CS2	Art may be used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.CS5	Symbolism and metaphor are characteristics of art and art-making.
VPA.1.4.8.A.CS6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
VPA.1.4.8.B.CS1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.
VPA.1.4.8.B.CS3	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

Target 2

Students will be able to create simple work of art based on Elements and Principles of Art and Design while using a color combination based on the knowledge of color theory (example: triadic, analogous, complimentary, Split-Complementary, Warm/Cool Colors, Monochromatic, etc.)

VPA.1.1.8.D.CS1	Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
VPA.1.1.8.D.CS2	The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.A.CS2	Art may be used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.CS3	Performance technique in dance, music, theatre, and visual art varies according to

	historical era and genre.
VPA.1.4.8.A.CS4	Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.
VPA.1.4.8.A.CS6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.

Learning Goal 3

Students will understand branding, advertising, editorial, and informative design.

VPA.1.1.8.D	Visual Art
VPA.1.2.8.A	History of the Arts and Culture
VPA.1.3.8.D	Visual Art
VPA.1.4.8	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Target 1

Students will understand branding, advertising, editorial, and informative design and how to use knowledge of the Elements and Principles of Art and Design to create works in these styles.

VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
VPA.1.1.8.D.CS1	Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
VPA.1.1.8.D.CS2	The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.2.8.A.CS1	Technological changes have and will continue to substantially influence the development and nature of the arts.
VPA.1.2.8.A.CS3	The arts reflect cultural mores and personal aesthetics throughout the ages.
VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
VPA.1.3.8.D.CS1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

VPA.1.3.8.D.CS2	Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
VPA.1.3.8.D.CS6	The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.

Target 2

Students will be able to create a product label, magazine article spread design or a corporate ID design in photoshop.

VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.1.8.D.CS1	Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.2.8.A.CS1	Technological changes have and will continue to substantially influence the development and nature of the arts.
VPA.1.2.8.A.CS2	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
VPA.1.3.8.D.CS1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
VPA.1.3.8.D.CS2	Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
VPA.1.3.8.D.CS3	The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.
VPA.1.3.8.D.CS6	The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making

	techniques.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.A.CS1	Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
VPA.1.4.8.A.CS2	Art may be used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.CS7	Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.1.4.8.B.CS1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
VPA.1.4.8.B.CS3	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

Summative Assessment

Students' will be evaluated for overall learning through the use of a high stakes common assessment "final exam". The exam will utilize a combination of multiple choice, matching, word bank and fill-in-the-blank questions as well as a rubric based cumulative final project.

21st Century Life and Careers

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.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
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

Assessment throughout the 30 day cycle will be a combination of the following...

- Daily quick warm up exercises regarding previously learned information.
- Quizzes
- Assigned activities and group/individual project based assignments assessed using performance based rubric
- Self Assessment and group assessment
- Class participation
- Oral Presentation
- Exit Tickets
- Student Interviews

Differentiation/Enrichment

- Individualized project topics
- Lesson extension
- Manipulative items
- Review and Practice exercises
- Self-Reflections
- Small group instruction
- Video and other visual presentations

Unit Resources

- Adobe Photoshop CC
- Art Supplies (Paper, Drawing/Coloring materials)
- Color Laser Printer
- Windows Workstations