

# Unit 2: Typography

Content Area: **Art**  
Course(s): **Graphic Design II**  
Time Period: **6 weeks**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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This unit is designed as an introduction that leads to a solid foundation of typography including the history, anatomy, design rules and proper usage of typography.

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.

## Transfer

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

- Consider the appropriate typefaces to use in different instances and be able to explain the connection between image and font.
- Choose typefaces that are legible.
- Use only 2-3 typefaces per page.
- Know the difference between serif, sans-serif, script and decorative type.

## Meaning

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## Understandings

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Students will understand that...

- Typography is considered one of the most important elements of graphic design.
- Typography must be attractive, but also legible.
- Typography means proper placement of every single word on the page to guide the reader.
- Typography can be used to create art as well as provide information.
- Typography works harmoniously with the surrounding images.

## **Essential Questions**

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Students will keep considering...

- What typefaces can I use that match the theme of my page?
- How can I use typography to create contrast and control how the reader views the information?
- Will my readers be able to understand what I've done or do you understand why you did it?
- Did I check for mistakes including hyphens, ragged edges, spelling, widows, orphans, extra spaces, etc.?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- The history and progression of written text and printing from the beginning of time including the development of typography through modern designers.
- Identify a range of fonts. Use [identifont.com](http://identifont.com) to identify fonts that are unknown.
- Fonts must be purchased and owned to use them in professional work. There are some sites with free fonts.
- Typefaces can make the reader feel a certain way.
- The difference between serif, sans-serif, script and decorative typefaces.
- The basic character components and anatomy of a letter.
- The importance of alignment and organized text.
- Create movement and visual hierarchy.
- Kerning, tracking and leading.
- Things you should NOT do with type: using too many fonts, using complimentary colors together, using red text on a black background, improperly using text over an image or gradient, etc.

## **Students will be skilled at...**

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Students will be skilled at...

- Choosing the appropriate typefaces for the theme and style of their page.
- Creating contrast and flow to guide the reader.
- Manipulating letters into new forms and shapes.
- Checking for mistakes including hyphens, ragged edges, spelling, widows, orphans, extra spaces, etc.

## **Academic Vocabulary**

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Typography, Typeface, Font, Character, Word Art, Legibility, Johannes Gutenberg, Roman, Bold, Italic, Serif, Sans-Serif, Script, Decorative, Ascender Descender, Leg, Arm, Counter, Serif, Stem, Stroke, Cap Height, X-Height, Alignment, Heading, Body Text, Caption, Justification, Flush Left, Flush Right, Leading, Tracking, Kerning, Hyphen, Rag, Line Break, Widow, Orphan, Punctuation, Typographer's Quotes, Smart Quotes, Hierarchy.

## **Learning Goal**

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Independently create an illustration using typography. Students can choose and identify appropriate fonts for the design, explain those choices and combine them together to create a drawing.

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.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
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.
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.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
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.
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.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
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.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.2.12.C.CS1	The attributes of design.

## **Target 1-- Level 1 Retrieval**

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SWBAT:

1. Explain how typography developed throughout history.
  2. Demonstrate knowledge of appropriate use of digital citizenship to avoid plagiarism.
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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.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

## **Target 2-- Level 2 Comprehension**

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SWBAT:

1. Identify the anatomy of a font.
2. Understand the proper use of spacing and layout with text.

### 3. Determine the appropriate and inappropriate use of fonts.

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VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
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.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

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### Target 3-- Analysis

#### SWBAT:

1. Identify and facilitate the proper use of punctuation marks.
  2. Combine type and graphics together without breaking the "bad rules" of typography.
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CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
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.

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### Target 4-- Knowledge Utilization

SWBAT:

1. Create an original font.
  2. Create a typography drawing.
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VPA.1.3.12.D.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
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.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

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### **Summative Assessment**

1. Develop and design your own font.
2. Create a drawing using typography.
3. Critiques.

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### **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.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.

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### **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. Review games.
6. Surveys.
7. Teacher-directed Q and A.
8. Teacher observation.
9. Additional practice activities.
10. Critiques.

## **Differentiation / Enrichment**

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### **Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. One-on-one time 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**

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### **RESOURCES:**

Identifont.com

[fonts.com](https://www.fonts.com)

[dafont.com](https://www.dafont.com)

Additional online related resources.