

# Unit 4: Book Making

Content Area: **Art**  
Course(s): **Graphic Design II**  
Time Period: **3rd Marking Period**  
Length: **10 Weeks**  
Status: **Published**

## Unit Overview

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In Unit 4, students will create a book on a subject of their choice. This will include researching their subject, planning, storyboarding, writing the information for each page, and completing the layout and design. Students will demonstrate complete understanding of graphic and typographical rules throughout the design process and manufacture the book by hand at the end of the project.

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

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Research and storyboard for a multi-page document considering space for text and graphics.

Organize, summarize and visualize a complete concept from beginning to end.

Understand and apply the principles of art and design.

Design individual pages as part of a comprehensive book design.

Methods of book making.

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## Meaning

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### Understandings

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Students will understand that...

- Research, planning, storyboarding and preparation are essential to completing a multi-page document.
- Pages in a book must be designed with the whole theme and conceptual imagery in mind.
- Fonts, images, colors, textures and vector elements must be used repetitively to carry a theme.
- There are many different ways to bind and manufacture a book: traditional binding, saddle stitch, accordion

fold, japanese folding, folio binding, etc.

- Understand the concept of printers spreads and folios.
- They must properly use digital images and avoid copywriting of information.

## **Essential Questions**

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Students will keep considering...

- Does my topic lend itself to enough information to fill the book?
- What images appropriately cover my topic? Are there photos I can take on my own?
- What font styles convey the emotion and theme of the subject?
- What colors will support the emotion and theme of the subject?
- How can I use repetition to carry the theme throughout?
- How can I create contrast on each page to draw attention to certain elements?
- Am I using margins to keep information from the edge of the page?
- Will a reader understand the progression of information and images as they read through the book?
- Have I checked for mistakes in typography and spelling?

## **Application of Knowledge and Skill**

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

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Students will know...

How to use Adobe InDesign to create a multi-page document.

The elements and principles of art and design.

How to set up master pages and printer's spreads.

How to set up a grid layout for pages.

How to place images and text that draw attention.

The CMYK printing process.

How to manufacture a book.

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

Reseraching and organizing a large amount of information.

Planning a design for an entire book.

Using InDesign for page layout.

Importing text and images.

Creating different frames and styles for photos.

Using text wrap around images.

Editing and presenting professional typography.

Printing and book-making.

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### **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, Binding, Accordion Fold, Reverse Fold, Spine.

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### **Learning Goal**

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.

LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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.1.1.12.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.1.3.12.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.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.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
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.
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.A.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
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.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.3	Identify transferable career skills and design alternate career plans.
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.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.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.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 1-- Level 1 Retrieval

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### SWBAT:

1. Research and organize information for the topic of the book
  2. Complete a thumbnail diagram of each page with content ideas.
  3. Develop a common theme, font style, color palette and layout for the book.
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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.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
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.1.4.12.A.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
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.3	Identify transferable career skills and design alternate career plans.
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.

## Target 2-- Level 2 Comprehension

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SWBAT:

1. Understand and demonstrate the principles of design.
  2. Understand and demonstrate the rules of typography.
  3. Use InDesign proficiently.
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LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
VPA.1.1.12.B.CS2	Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.
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.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.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
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**

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SWBAT:

1. Complete design for all pages in the book.
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CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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.

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.

TECH.8.1.12.B.CS1

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

## **Target 4-- Knowledge Utilization**

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SWBAT:

1. Design a cover that represents the book theme and it's contents.
2. Assemble the book by hand.

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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.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.3

Compare and contrast policies on filtering and censorship both locally and globally.

TECH.8.1.12.D.CS2

Demonstrate personal responsibility for lifelong learning.

## **Summative Assessment**

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1. Design and complete 16 page accordion book and assemble by hand.
2. Critique.

## **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.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**

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1. In-class reading, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Digital assessments with accompanying assignments.
5. Storyboard.
6. Think/Pair/Share activities.
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:**

Bookmaking textbook

Additional related online websites