

Unit 5: Marketing and Promotions

Content Area: **Art**
Course(s): **Graphic Design II**
Time Period: **4th Marking Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

During this unit, students will experience the process a graphic designer takes to come up with a logo, design, theme and marketing strategy for a company or product.

TECH.8.1.12.B.CS1

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

Transfer

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

- Comply with style guides and brand guidelines to develop their own logo.
- Develop the thought process behind a marketing package.
- Create a complete concept from logo to packaging to advertising and promotions.
- Work across multiple software to create final concepts.
- Apply their design to various items and materials.

Meaning

Understandings

Students will understand that...

- There are many considerations when designing a brand: color, fonts, images, size, specifications, materials, etc.
- Designs must work across many different items, sizes and materials.

- Logos are systematically created with guidelines that help develop an effective logo.
- They might be required to use a printer's template to set up their document.
- Work must be accurate and correct.
- The printing process.

Essential Questions

Students will keep considering...

- What type of logo will best represent my company? Word Mark, Image or Word Mark and image?
- Who are my competitors? What do their brands look like?
- How will this logo look on a variety of products from print, to a pen, t-shirt, website, billboard, etc.?
- What types of products will help promote my company?
- Am I being consistent with my design wherever it is used?

Application of Knowledge and Skill

Students will know...

Students will know...

How to create thumbnail concepts.

How to develop a vector logo.

How to work with Pantone colors.

The different types of logos.

How to use a template for creating a brand.

How to create and purchase promotional items.

How to use Adobe Photoshop to enhance designs and images.

How to use InDesign to develop the concept.

The different types of materials designers can use to print with.

Students will be skilled at...

Students will be skilled at...

Creating thumbnail concepts.

Developing an idea and theme.

Using Illustrator, Photoshop and InDesign.

Developing a logo.

Displaying a complete concept visually.

Presenting an idea to the class.

Academic Vocabulary

Typography, Vector, Raster, CMYK, Pantone, Spot Colors, Grayscale, Bleed, Crop, Layout, Alignment, Repetition, Justification, Contrast, Grid System, Style Guide, Brand Guidelines, Logo, Concept, Template, Word Mark, Thumbnail, Impact, Timeless, Versatile, Target Market, Budget.

Learning Goal

Design an entire product from concept to logo, packaging, advertising and promotions. Concept and design is carried out thoroughly from piece to piece and creates one cohesive package.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between

abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

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.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
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.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
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.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
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.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
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.
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.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
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.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.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
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. Know what makes a good logo.
 2. Understand the elements and ideas necessary for a marketing and design project.
 3. Know what information goes on a business card, envelope, advertisement, brand guide, etc.
 4. Determine what type of information a customer needs to know about a product or service through research.
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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.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
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.1.3.12.D.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
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.

Target 2-- Level 2 Comprehension

SWBAT:

1. Know what makes a good logo.
2. Understand the elements and ideas necessary for a marketing and design project.
3. Know what makes good packaging and what a designer needs to consider when creating packaging.
4. Understand what makes good or bad advertising including relevance, message, impact and making it memorable.

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.CS4	Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12.A.CS1	Understand and use technology systems.
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.F.CS2	Plan and manage activities to develop a solution or complete a project.

Target 3-- Analysis

SWBAT:

1. Use the elements and principles of design to conceptualize a logo.
 2. Discuss and critique a variety of different logos and designs.
 3. Discuss and critique a variety of advertizing designs and methods.
 4. Determine how one can get the word out about their product or service to the public.
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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-
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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.
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.

Target 4-- Knowledge Utilization

SWBAT:

1. Design a logo in different color formats.
 2. Design packaging for their product.
 3. Design a business card and related materials.
 4. Create an advertisement, promotional card or brochure.
 5. Create a press release for the product.
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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.1.4.12.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.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

Summative Assessment

1. Logo Design
2. Marketing & Promotional examples

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.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. Thumbnails/Sketches
11. Critique

Differentiation / Enrichment

Differentiation:

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

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:

designinstruct.com

vistaprint.com

Additional related online websites

