Unit 4: Packaging & Advertising Design

Content Area: **Art**
Course(s): **Graphic Design I**
Time Period: **Generic Time Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

The discipline of package design focuses on producing a container that will get noticed. By skillfully teaming colorful graphics, a unique shape, or any other eye-arresting method, the package designer is a key player in any company's marketing and advertising effort. No matter how beneficial the product inside the container may be, unless a consumer decides to pick it up, that product will never get tested.

Transfer

Students will be able to independently use their learning skills and experiences working with Adobe Illustrator & Photoshop to create a design for an original package or redesign an existing package. It is an opportunity to let them realize that redesigning a package can be done when a company discovers that the product is not doing well in the market. It's done to boost the sales of the product.

-The longterm goal is to provide the foundation for the students to understand the intricacies of the design process in packaging and advertising design, and this learning experience will be taken further when they get to Graphic Design 2. The design process allow them to accomplish a near professional experience especially working with manufacturers templates.

Meaning

Understandings

-Students will understand that graphic design is not just a 2D profession. Not only will students produce print ready files, they have to think of the product as a three dementional object, forcing them to set up documents with intentions to wrap, cover, and present multiple objects of the same brand.

Essential Questions

Students will keep considering...

How can product design enhance sales of products?

Are their certain color combinations that go best with specific designs or demographics?

What images are appropriate and will entice a viewer?

Application of Knowledge and Skill

Students will know...

Students will:

Understand how to combine both Photoshop raster elements and Illustrator vector & bitmap elements to create a 2D & 3D design for a beverage and a cereal package. During the process, they should be able to fully utilize the following elements:
1. Downloading and Utilizing Manufacturer's template like the one in the document attached is vital when creating a design to be professionally printed. By doing that the students are introduced to the elements such as: Bleed, Trim, Safe Margin, Crop Marks and Folds that guides the layout of typography & images when working with a template.

2. Students will begin to know how to manupilate type & images to achieve adequate and effective promotional result.

Students will be skilled at...

Working with a template

Combining raster and vector images

Using marks, bleeds, trimlines

cutting with X-acto blades

ordering prints and ensuring resolution/ size

DPI

Academic Vocabulary

PACKAGE DESIGN TERMS:

DPP (direct product profitability) - a term used to describe the contribution to profit of an individual product line.

Over packaging - when the contents don't warrant the volume or lavishness of the packaging.

Private label / house brand / home brand - a retailer's own product range.

Prototype - a model or mock-up of the proposed solution.

Primary packaging - the wrapping or containers handled by the consumer.

Secondary packaging - the term used to describe larger cases or boxes that are used to group quantities of primary packaged goods for distribution and for display in shops.
Shelf-ready packaging - packaging that goes straight from the factory to point of sale without being unwrapped.

Shelf appeal - how a pack appears at point of sale against its competitors.

SKU (stock keeping unit) - an individual product line and size variant.

Substrate - material that the design is printed onto (e.g. carton, board, polypropylene, metalised film, etc.)

Structural packaging - the three-dimensional aspect of a pack.

UPC Bar Code - the number and symbol that identifies the exact product in terms of size, color, configuration and other attributes.

GENERAL DESIGN TERMS:

DPI: Dots per inch; a measure of a printer's resolution. The higher the number, the better the print quality. A minimum of 300 dpi usually is required for professional-looking results. 72 dpi for web results.

Justified: Format in which text is formatted flush with both the left and right margins. Other options include left justified (text is lined up against the left margin) and right justified (text is lined up against the right margin).

Kerning: The horizontal spacing between the letters in a word.

Leading: The vertical space between lines of text on a page; in desktop publishing, you can adjust the leading to make text easier to read.

Public Domain: Non-copyrighted material which may be used without violating copyright restrictions.

Raster: Also referred to as bitmap images. Raster images are made up from a sequence of pixels (picture elements) or dots. There are many different raster image formats such as; GIF, JPEG, PCX, and TIFF.

Vector: Drawing applications such as Adobe Illustrator produce vector graphics. Vector graphics scale up or down

easily without looking blocky or pixilated because they are described by curves and algorithms (as opposed to individual pixels which are bitmap or raster images.)

RGB: Stands for the colors Red-Green-Blue. In web design and design for computer monitors, colors are defined in terms of a combination of these three colors. For example, the RGB abbreviation for the color blue shown below is 0-0-255. In contrast, print designers typically define colors using CMYK.

CMYK: Stands for the colors Cyan-Magenta-Yellow-Black. In print design, colors are defined as a percentage of each of these 4 colors. For example, the CMYK abbreviation for the color black would be 0-0-0-100. In contrast, display devices (i.e. computer monitors) typically define colors using RGB.

Learning Goal

The Students will be able to:

Independently create a package with a comprehensive design using all of the required elements and visually demonstrating understanding of using vector and raster elements together. Students will completely capture the essence of the product and go above and beyond the project requirements.

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.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
VPA.1.1.12	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.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
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.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
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.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	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.

Target 1-- Level 1 Retrieval

SWBAT:

The Students will be able to:

Independently create a package with a comprehensive design using all of the required elements and visually demonstrating understanding of using vector and raster elements together. Students will completely capture the essence of the product and go above and beyond the project requirements.

1. Designers & Promotional Marketing Teams.

2. Information that the company supplied to aide a facilitate the design process.

3. Packaging and Advertising Design constitute a large market and therefore provides greater opportunity for Graphic Designers.

VPA.1.1.12	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.1.3.12.D.CS5	Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.
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.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
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.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.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	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Target 2-- Level 2 Comprehension

SWBAT:

1. Create a 2D & 3D model of the package with the final design.
2. Print and cut out design with x-acto knife.
3. Deliver the concept visually.
4. Embed images.
5. Use Illustrator patterns and effects.
6. Use entire area of package for design.
7. Use the type tool to add text in appropriate places and with correct formatting.
8. Use Illustrator for vector elements.
9. Use Photoshop to combine or edit photos.
10. Develop a unique and eye-catching design concept.
11. Understand the use of a template.

VPA.1.1.12	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.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
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.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Target 3-- Analysis

SWBAT: Combine both photoshop raster elements and Illustrator vector elements to create a 3D design for an assigned product or products.

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.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.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.1.4.12.B.CS1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
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.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
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.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.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.2.12.D.1	Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.

Target 4-- Knowledge Utilization

SWBAT:

Independently create a package with a comprehensive design using all of the required elements and visually demonstrating understanding of using vector and raster elements together. Students will completely capture the essence of the product and go above and beyond the project requirements.

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.1.3.12.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.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.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.CS1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
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.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

Summative Assessment

1. Vocabulary verbal recallection during reviews and instructional activities.
2. Assessment of creative and technical skills.
3. End of project assessment and meeting the criteria and goals of the assignment.

4. Accumilative assessment and review of projects.
5. Student presentations.

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.

Formative Assessment and Performance Opportunities

1. Class participation.

2. Downloading and Setting Up Template Document.

3. Downloading, Resizing and Formatting photographs.

4. Appropriate color choice for psychologial impact on customers & Typography.

5. Arranging elements on the template.

6. Critiquing and Analyzing the design and creative process.

7. Surveys.

8. Think/Pair/Share activities.

9. Teacher-directed Q and A.

10. Teacher observation and individual product analytical and critique.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.
4. Individual teacher response & dialogue

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 knowedge base.
4. Create experiences for deeper learning.

Unit Resources

www.dafont.com

www.brusheeasy.com

https://www.lynda.com/Illustrator-tutorials/Package-Design-Illustrator/148421-2.html