

Unit 3: Graphic Design: History and Techniques

Content Area: **Performing Arts**
Course(s):
Time Period:
Length: **2 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
N/A	N/A

Graphic Design: History and Techniques

Learning Objectives

- Investigate/ Experiment/ Decide:
 - “C.R.A.P. Principles of Design” (Robin Williams) (Contrast, Repetition, Alignment, Proximity)
 - Color Theory (Universal) (Color Wheel, Harmony (Color Arrangements), Context (Color Behaviors))
 - Elements of Art (Universal) (Line, Shape, Form, Value, Space, Color, Texture)
 - History of Graphic Design (Philip B. Meggs) (Milestones, Developments, Design Styles, and Pioneers)
 - Principles of Design (Universal) (Balance (Alignment), Emphasis (Focal Point), Movement, Pattern, Unity, Repetition, Proportion (Scale), Rhythm, Variety (Contrast), Negative Space)
 - Students will be able to discuss graphic design basics and start creating projects using C.R.A.P. design elements.

Essential Skills

- Compose a full-fledged animation from start to finish making decisions based on an expertise of animation techniques and comprehension of animation history.
- Compose a full-fledged comic strip/ graphic novel from start to finish making decisions based on an expertise of storytelling elements, writing and literary techniques, and comic formatting and layout.
- Demonstrate a mastery of software utilized in the visual arts (e.g., Adobe Photoshop, Animate, After Effects, Premiere, and Dragonframe).
- Investigate and curate short-term/ long-term goals and a refined portfolio in preparation for a career in the visual arts.
- Utilize graphic design to construct works that reflect an advanced proficiency with graphic design tools and an appreciation for various historic and cultural design styles.

Standards

VA.9-12.1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
VA.9-12.1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
VA.9-12.1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
TECH.9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
TECH.9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

Instructional Tasks/Activities

- “C.R.A.P. Principles of Design” Assessment
- Communicating Critically (Oral Examination/Presentations)
- Critique in Writing
- Graphic Design History Assessment
- Graphic Design Techniques Assessment
- Students will create a graphic design project that incorporates the C.R.A.P. (Contrast, Repetition, Alignment, Proximity) elements. Their projects will be assessed using a rubric that evaluates their understanding and application of these design principles.

Lessons

- Investigate/ Experiment:
 - C.R.A.P. Principles of Design
 - Color Theory
 - Elements of Art
 - History of Graphic Design BRIEF
 - Principles of Design

Assessment Procedure

- 1. Discussions (Informal)
- 2. Observations (Formative)
- 3. Quizzes/ Tests (Obtrusive)
- 4. Self-assessment (Artist-generated)
- 5. Professionalism (Unobtrusive)
- 6. Writing (Artist-generated)
- 7. Presentation (Artist-generated)
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Adobe CC Applications
- Apple iMac Computers
- Digital Drawing Tablets
- Educational Social Media
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides

- Google Slides
- Google Web Applications
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials

- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Resources

- Go: A Kidd's Guide to Graphic Design by Chip Kidd
- Meggs' History of Graphic Design by Philip Meggs
- The Non-Designer's Design Book by Robin Williams