

# 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

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N/A	N/A

## Graphic Design: History and Techniques

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### Learning Objectives

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- Retrieve/ Comprehend/ Specify:
  - “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)

### Essential Skills

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- Compose a full-fledged animation from start to finish distinguishing essential animation techniques and constructing an integration of animation history.
- Compose a full-fledged comic strip omission from start to finish distinguishing their developing analysis of storytelling elements, writing and literary techniques, and comic formatting and layout.
- Comprehend and analyze short-term/ long-term goals and a refined portfolio in preparation for a career in the visual arts.
- Demonstrate structural knowledge of software utilized in the visual arts (e.g., Adobe Photoshop, Animate, After Effects, Premiere, and Dragonframe).
- Integrate the art of graphic design to illustrate works that reflect a structural proficiency with graphic design tools and a specification of various historic and cultural design styles.

### Standards

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- 9.3 Career and Technical Education (Career Readiness, Life Literacies, and Key Skills)
- 9.4 Life Literacies and Key Skills (Career Readiness, Life Literacies, and Key Skills)

VA.9-12.1.5.12prof.Cr1	Generating and conceptualizing ideas.
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
VA.3-5.1.5.5.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.3-5.1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
VA.3-5.1.5.5.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.3-5.1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
CS.6-8.8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

## **Instructional Tasks/Activities**

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- “C.R.A.P. Principles of Design” Assessment
- Design Critique Short Writing
- Graphic Design History Assessment
- Graphic Design Techniques Assessment

## **Lessons**

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- Retrieve/ Comprehend:

- C.R.A.P. Principles of Design
- Color Theory

- Elements of Art
- History of Graphic Design (BASIC)
- Principles of Design (BASIC)

## **Assessment Procedure**

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- 1. Discussions (Informal)
- 2. Observations (Formative)
- 3. Quizzes/ Tests (Obtrusive)
- 4. Self-assessment (Artist-generated)
- 5. Professionalism (Unobtrusive)
- 6. Writing (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**

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- Adobe CC Applications
- Apple iMac Computers
- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here

- Digital Drawing Tablets
- Educational Social Media
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Google Web Applications
- Kahoot
- MagicSchool AI
- Online applications and cloud based group work
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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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**

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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**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving

- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- 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**

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- 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

## **Honors Modifications**

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## Resources

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- 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