

P.Cert. Gr.6 G&T Unit: Graphic Design (create 3d gum packaging)

Content Area: **Gifted and Talented**
Course(s):
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students learn about methods of communication (e.g., written, oral, and symbolic) by designing billboards and magazine ads, analyzing commercials, and developing an entire campaign for a gum package project. Students will learn to use ethos, pathos and logos to create advertisements for their gum packaging.

Enduring Understandings

- Art media, techniques and processes work together to create works of art.
- Graphic designers must understand consumer art as it relates to the public.
- Graphic designers develop problem solving skills in relation to consumer advertising.
- Effective advertising employs the use of ethos, pathos and logos.

- Effective graphic design construction and layout is critical for the user to correctly identify the message of the design.

Essential Questions

- What are elements and principles of design?
- How are art elements and design principles used to organize and express ideas?
- How do color schemes create psychological impact and/or enticement?
- What is ethos, pathos and logos?
- How do you use ethos, pathos and logos to write effective advertisements?

Instructional Strategies & Learning Activities

1. Use the Agency simulation materials from Teach Interact. Follow lessons plans as stated in the book. <https://www.teachinteract.com/c/product.web?nocache@4+s@QGBOVkXPt306A+record@TF41018+Title@AGENCY+ISBN@9781573360012>
2. Provide student handout from Agency guide. Show advertisements (print and tv) as examples for each element in handout.
3. Ask students to pick an advertisement (print or commercial) and analyze using the Analysis Form in the Agency guide. Share with the class. Can be given a second assignment for homework.

4. Students then create their own advertisement for an airline billboard. Use Agency handout for assignment. Can be used for homework as well.
5. Introduce ethos, pathos and logos. Use Stacey Lloyd's Teaching Persuasive Language: Understanding Ethos, Pathos and Logos from TpT or other materials found online. Allow students to practice with both print ads and commercials – identifying what appeals are being made. https://www.youtube.com/playlist?list=PLUt_PBZQzj_D7wPfnSX-m9Ho1pfcq_CgG. Explain to students that they will be asked to create their own advertisement at the end of this unit.
6. Display Design Elements/Principles handouts from Ms. Mikula's art class on Smartboard. This will be a refresher for the students, as they've already learned this in art. Look at print advertisements and ask students to point out the design elements/principles used.
7. Show students psychology of color posters on Smartboard. <https://www.helpscout.com/blog/psychology-of-color/> Show them logos from businesses they know and ask why those colors were chosen.

Integration of 21st Century Themes and Career Exploration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

Technology Integration

Students will type their instructions and can even create their game boards or game pieces on the computer. Research will be done on the computer for their game ideas.

Interdisciplinary Connections

- Board games can be created for any theme/unit of study.
- Students develop communication arts skills, such as writing and reading rules, technical writing and interpersonal communication.
- Students develop research skills while looking for content for their games.

- Students use STEM while devising strategy and through the engineering design process.
- Students use art skills to create their games.
- Math skills, such as basic math, probability and risk management are used.

Differentiation

Gifted and talented curriculum is structured to offer students additional challenges based on individual needs and interests.

Modifications & Accommodations

IEP and 504 modifications if necessary

Benchmark Assessments

Teacher observation and data collection of growth over time and grade levels.

Formative Assessments

Teacher observation

Discussion

Summative Assessments

Final Projects

Self assessment

Instructional Materials

Art supplies as needed to complete projects

Standards

In addition to cross curricular standards listed above, National Association for Gifted Children Standards endorsed by NJDOE are applied.