Sept. Gr.6 G&T Unit: Graphic Design

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 Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML	Information and Media Literacy
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
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).
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.

Technology and Design 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

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.

- Process – how the student will acquire the content information.
- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

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

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP and 504 modifications if necessary

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

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

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and

learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Teacher observation

Discussion

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

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.

1.2.8.Cr1b	Organize and design artistic ideas for media arts productions.
1.2.8.Cr1c	Critique plans, prototypes and production processes considering purposeful and

	expressive intent.
1.2.8.Cr2a	Organize and design artistic ideas for media arts productions.
1.2.8.Cr3a	Experiment with and implement multiple approaches that integrate content and stylistic conventions.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
PFL.9.1.8.E.3	Compare and contrast product facts versus advertising claims.
PFL.9.1.8.E.8	Recognize the techniques and effects of deceptive advertising.