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| **THEME** | Courage |
| **Subject/Course** | Graphic Design/Computers |
| **Teacher(s)** | Megan Delzell |
| **Timeframe** | 9 weeks |
| **Overview**  (narrative (one paragraph) description of your entire unit) | Graphic Design incorporates learning Photoshop, InDesign, Illustrator and Dream Weaver. This class will define what Graphic Design is, its roles in society, and available job opportunities in the field. The class will begin defining the terms, and learning the programs through hands on applications. Students will learn the importance of Typography, image placement, visually cohesive art projects, and proper presentation to clients. The class will teach the importance of artistic critique through verbal discussion of classmate’s works, and written critique of their own as well as famous artist’s works. The class will focus these art projects in relation to the anchor text of *A Long Way Gone – Memoir of a Child Soldier.*  |
| **Essential/Driving Question(s) for Unit & Projects** and sub-questions  | What is Graphic Design?What is Typography?How do these two art forms allow the artist to present an idea through images and words?What job opportunities are there in the graphic design field?How does graphic design correlate with the anchor text? |
| **Project Ideas** | **Project 1**Using Photoshop, InDesign and/or Illustrator, use the mood and theme of the anchor text to re-design the book cover. Use what you have read in the book to show the buyer what the book is about using images and text. Use opacity, shading, arrangements, placing images, and layering. Present and critique. Write a 1 page paper critiquing your own work. **Project 2**Create a graphic word web using 30-50 words. Choose these words based off of the anchor text, using specific words from the text, emotions you feel represent the text, or words that describe the text. Arrange these words to create an appealing word web that forms an image (see attached word web example completed by Delzell.) Choose colors, font, and sizes carefully to create an appealing image that portrays an emotion. Present and critique. Write a 1 page paper critiquing your own work.**Project 3**Create your own type face. In this project we will delve into creating your own font. Using InDesign and Illustrator, students will spend time designing their own new font that describes the anchor text. (Example: elegant script can portray a gentle femininity, where as a bold large font can portray a harsh tone.) Present and critique. Write a 1 page paper critiquing your own work. |
| **Content Standards** | **The Visual Arts Standards****Standard 1. Understanding and apply art media techniques and processes****a.** Know differences between types of art material, techniques, and processes.**b.** Know how different materials techniques and processes can bring forth different responses from viewers.**c.** Know how different media, techniques, and processes can communicate ideas.**d**. Use art materials and tools in safe and responsible ways.**Standard 2. Understand the structure of Art (Elements of art and Principals of design) and functions of art****a**. Know the difference among visual characteristics (elements of Art and principals of design) as well as the purposes of Art.**b**. Understand how different compositional, expressive, and organizational characteristics can evoke a variety of responses from viewers.**c**. Use visual structures and functions of art to communicate art ideas.**Standard 3. Know a range of art subject matter, art symbols, and potential ideas.****a.** Choose potential ideas for works of art.**b**. Know how subject matter, symbols, and ideas can communicate ideas in art.**Standard 5. Understand connections among the various art forms****a.** knows multiple reasons for creating art objects.**b.** Know that personal and cultural experiences can influence specific art objects.**c.** Understand that art objects can bring forth a variety of viewer responses.**Standard 6. Understand connections among the various art forms and other disciplines.****Language Arts Standards****Standard 1.** Show competence in the general skills and strategies of writing.**Standard** **5.** Show competence in the general skills and strategies of reading.**Standard** **8.** Demonstrate competence in speaking and listening skills. **Technology Standards****Standard** **1.** Know the characteristics and uses of computer hardware and operating systems. **Standard** **2.** Know the characteristic and uses of software programs. **Standard** **3.** Understand the relationships among science, society, and the individual.**Standard** **6.** Understand the nature and uses of different forms of technology. |

**21st Century Skills** to be explicitly *taught and then assessed* – check all those that apply!

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| Collaboration | X | Creativity | X |
| Presentation  | X | Writing | X |
| Critical Thinking: | X |  |  |

Section 2 - UNIT & Project Overview

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| **Entry event to hook/engage students at the start of this unit:** | We will discuss graphic design in the community and what jobs are available for graphic designers. The instructor will present California data on the job availabilities and future outlook for graphic designers in our community.The instructor will show graphic design images (Movie Posters, Album Covers, Book Covers, and Gallery Art) and ask the students to define graphic design.The instructor will ask for critique on these images and direct students to use proper art critique, and positive critique. We will discuss if these images are considered art, and will discuss why/why not for every image we view for the entirety of the unit.  |
| **EXPERIENCES to supplement curriculum, including VISITORS & VIRTUAL FIELD TRIPS, the pre/during/post planning for which must appear in your calendar** | The class plans to have several graphic designers come and speak to the class about local resources, job opportunities, and to display their personal works. The class plans to watch two ART 21 videos about Graphic Design and its roll in modern day Art .  |

**Assessments** (many choices here – remember, we are not doing ALL of these – just those that fit!)

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| **Assessments** | Students will be assessed based on:ParticipationEffortVisual PresentationOral Presentation Oral Critique of classmatesWritten Critique of their work |

**Formative Assessments** (during the “teaching to” portion of your projects & throughout the completion of the project)

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| Critique | x | Practice Presentations | x |
| Journal |  | Notes | x |
| Preliminary Plans/Outlines/Prototypes | x | Checklists | x |
| Rough Drafts | x | Concept Maps | x |
| Learning Log/Exit slips (we’ll discuss) | x | Other/ Attendance, behavior write up, positive checks | x |

**Summative Assessments** (accompanying the product for this project)

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| Written Product(s), with rubric:  | x | Visual and/or other product(s) or performance(s), with rubric: | x |
| Oral Presentation, with rubric | x | Peer-Evaluation | x |
| Essays/other writing rubric |  | Self-Reflection (to accompany all projects) | x |

**Resources** needed for your unit to be complete and for your projects to be completed

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| On-site people, facilities: | Computer Lab, Adobe Suite on site |
| Equipment: | Interactive TV, Documentation camera, internet access/computer, Adobe Photoshop, Magazines, Scanner, Large Scale Printer |
| Materials: | Paper, Pencils, Markers, Colored Pencils, Charcoal, Sketch Books, ART 21 |
| Community resources: | Local Graphic Designers to speak about job opportunities and community resources |