

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

What are the components of a balanced composition/successful logo design?

Who can describe how to use any of the following in Illustrator - pen tool, shape builder, line tool, rectangle tool, make multiple layers, text tool?

Can you name any modern Graphic designers and their logos created?

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

You are a personal logo designer hired to create a logo for the next upcoming star to use on all of their brands. You will interview this star (your partner) with several questions and gain enough knowledge to generate ideas for their logo. After making several preliminary sketches, you will finalize your design and use Adobe Illustrator to create your logo. Upon completion you must present your logo to this person and discuss your choices and receive feedback.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Composition
Balance
Design

Influence

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Artists and designers use information provided to influence their designs and create artwork

Art can impact people's daily lives.

Artists use elements of design to create balanced compositions in their artwork

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives describe a learning experience with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.

Should be written as: Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

Using logos, SWBAT argue what makes a successful logo versus an unsuccessful logo using supporting evidence.

Blooms: Evaluating

Standard: Relate and Connect to Transfer

GLE: Communication through advanced visual methods is a necessary skill in everyday life

Art Learning: Expressive Features and Characteristics of Art

After instruction, SWBAT construct a logo using Illustrator, effectively using multiple tools.

Blooms: Applying

Standard: Invent and discover to create

GLE: Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas

Art Learning: Tools and Materials

After a partner activity, SWBAT illustrate a logo that embodies their partner’s interests and personal information in their design.

Blooms: Applying

Standard: Invent and discover to create

GLE: Assess and produce art with various materials and methods

Art Learning: Ideation

After a presentation, SWBAT match iconic modern graphic designers and their logos they created correctly.

Blooms: Remembering

Standard: Observe and Learn to Comprehend

GLE: Historical and cultural context are found in visual art

Art Learning: Art History and Culture

Using final logo designs, SWBAT explain how artistic decisions are reflected to meet the artist’s intent.

Blooms: Understanding

Standard: Envision and critique to reflect

GLE: Reflective strategies are used to understand the creative process

Art Learning: Reflect

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p> <p>Students that may have very limited computer skills can be shown more basic tutorials and receive extra demonstration with computer programs</p>	<p>Expression (Products and/or Performance)</p> <p>Students lacking computer skills will be able to use simpler design elements for their logo.</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <p>Students can explore further in depth techniques using illustrator and use more elements than what was shown to create their design.</p>	<p>Expression (Products and/or Performance)</p> <p>Students with more experience in computers can create a more complicated design with extra elements created from the program.</p>

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Graphic Design

Composition

Influence

Adobe Illustrator

Logo

Illustrator tool names

Students will be discussing their findings with their peers and the class, and will have to present their finished design describing their artistic choices.

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Computer

Magazine

Scissors

Glue

Adobe Illustrator

Sketchbook

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Internet to look up logos

example logos for 'field trip'

Preparation:
 What do you need to prepare for this experience? List steps of preparation in a bulleted format.

- Pre assess students
- Have magazine, scissors, glue and paper ready
- Information sheets
- Available computer access
- Adobe Illustrator templates/demos/tutorials

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

No big safety issues need to be addressed with students. Could discuss copyright issues in the making of their designs.

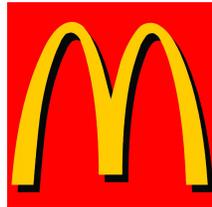
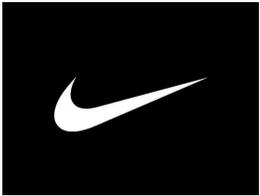
Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

Students will play a game while shown graphic design artists Chip Kidd, Rob Janoff, Carolyn Davidson, Lindon Leader, Milton Glaser and their logos.

How often does graphic design appear in our daily lives and how are you affected by it?

Show examples of famous logos...



Who knows what these logos are?

Do you think they are recognizable around the world?

Students will go on a 'field trip' and observe logos made from the csu graphic design students and observe logos made using illustrator from graphic design students.

They will research logos from the internet and observe successful and unsuccessful logos.

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

<http://2018graphicdesignpeerteaching.weebly.com/worksheets.html>

GET TO KNOW YOUR PARTNER!

You and your partner will work together and ‘get to know each other’ to help you begin your ideation on creating a logo that successfully represents your partner.

You will both answer the following questions about each other and whatever other questions you may want to ask that will help you with the making of your logo.

What is your partner’s favorite color?

What are your partner’s hobbies?

What is your partner’s favorite food?

What is your partner’s favorite animal?

What is your partner’s favorite shape?

What is your partner’s favorite season?

What is your partner’s favorite vaca spot?

If your partner could live anywhere where would they choose?

What other information can you find out about your partner?

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

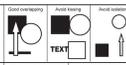
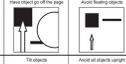
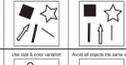
Day	Instruction	Learning	Time
1	Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND	

5-5:05	<p>DAY 1</p> <ul style="list-style-type: none"> • Begin with pre assessment activity and showing where information can be found on the website • Students fill out individually http://2018graphicdesignpeerteaching.weebly.com/assessment.html <p><u>Question 1: Are you excited for this lesson? (yes = extra credit...!)</u> <u>Question 2: What are the components of a balanced composition/successful logo?</u> <u>Question 3: What are these tools used for/what can you do with them in Illustrator?</u> <u>Pen tool:</u> <u>Shape builder tool:</u> <u>Rectangle tool:</u> <u>Gradient tool:</u> <u>Text tool:</u> <u>How do you inset a picture into Illustrator?</u> <u>designers and the logo's they created:</u> <u>Question 5: What are you going to be for HALLOWWEEN!!!!?</u></p> <ul style="list-style-type: none"> • Students will begin with a discussion about Graphic design via powerpoint <ul style="list-style-type: none"> ○ powerpoint located under supply materials - powerpoint http://2018graphicdesignpeerteaching.weebly.com/powerpoint.html 		5 minutes
5:05 - 5:25	<ul style="list-style-type: none"> • SLIDE 2: <ul style="list-style-type: none"> ○ Introduce field trip and provide handout. ○ Students will be taken to the graphics examples in the hallway of the art building. ○ http://2018graphicdesignpeerteaching.weebly.com/worksheets.html <ul style="list-style-type: none"> ■ Which logo attracts you the most and why? ■ Do you get a good sense of what the logo represents based on the designers design? ■ could you see these logos being used by companies today? Why or why not? 	Developing one's perspective questioning deeply	20minutes

<p>5:25 - 5:50</p>	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Are there any recurring themes or patterns you see in the logo designs? ■ Are there any logo designs you wonder about or are curious how they were made and why? ○ Return to room and students discuss their findings as a class ● SLIDE 3: <ul style="list-style-type: none"> ○ Class discuss questions <ul style="list-style-type: none"> ■ What do you consider graphic design? ■ Where do you see graphic design in your life? ■ How does graphic design affect your everyday life? ● SLIDE 4: <ul style="list-style-type: none"> ○ Discuss different definitions of Graphic design ● SLIDE 5: <ul style="list-style-type: none"> ○ Begin to look at graphic design in early 20th century ● SLIDE 6: <ul style="list-style-type: none"> ○ Typography <ul style="list-style-type: none"> ■ In the 1920s, graphic designers started declaring various techniques used with fonts, logos, stamps and typography as their own signature styles. This time was the beginning of modern typography – the style and appearance of printed matter. ■ Max Miedinger, a Swiss typeface designer was known for creating the Neue Haas Grotesk typeface in 1957. This font was later renamed Helvetica in 1960. Many new fonts were created and are still being created playing a large role in graphic design. ● SLIDE 7: <ul style="list-style-type: none"> ○ Ask what do you think consumerism’s effect on graphic design was? <ul style="list-style-type: none"> ■ A higher demand for advertising, books, movies, magazines and newspapers 	<p>questioning deeply analyzing or evaluation arguments, interpretations, beliefs, theories</p>	<p>25 minutes</p>
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<p>5:50</p> <p>5:50 - 6:00</p> <p>6:00 - 6:20</p>	<p>tourism. It can be seen on most NY merchandise.</p> <ul style="list-style-type: none"> ● SLIDE 16: <ul style="list-style-type: none"> ○ Read name and hint <ul style="list-style-type: none"> ■ Leader was responsible for designing this companies logo in 1994, which utilized negative space in a way not seen previously. It was applied to thousands of ground vehicles and hundreds of aircraft. In an interview Leader stated that he did around 200 initial designs for the logo before limiting it down to 10 to show to the brand manager. ● SLIDE 17: <ul style="list-style-type: none"> ○ Each logo will be shown from the slide and class will answer as a group. <ul style="list-style-type: none"> ■ Who knows what these logos are? ■ Do you see them in your daily life <ul style="list-style-type: none"> ● Do you think they are recognizable around the world? ● What other examples of logos do you think are the as popular and well known as these? ● SLIDE 18: <ul style="list-style-type: none"> ○ Ask what makes a logo successful or not and what are the qualities of a balanced composition? <ul style="list-style-type: none"> ■ Students will engage in class discussion and answers will be written on the large sticky note pages successful vs not successful and qualities of a balanced composition ● SLIDE 19: <ul style="list-style-type: none"> ○ Student activity will be introduced and handed out ○ Worksheet available online http://2018graphicdesignpeerteaching.weebly.com/worksheets.html ○ You will look online and research logos that are seen in today’s culture. You and your partner will look for 3 logos that you think are successful and 3 logos you think are not successful and why. You 	<p>developing criteria for evaluation</p> <p>Analyze and evaluate interpretations</p>	<p>10 minutes</p> <p>20 minutes</p>
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6:20 -	<p>will document the logos you have chosen on your computer so they can be shared with others. Each group will be given a category for a type of logo they will research. The categories include sports, food, entertainment, music, and business.</p> <ul style="list-style-type: none"> ○ During your research you will answer the following questions. <ul style="list-style-type: none"> ■ <u>Match the logo with their artist.</u> <ul style="list-style-type: none"> ● Lindon Leader Nike ● Milton Glaser FedEx ● Carolyn Davidson Jurassic Park ● Chip Kidd Apple ● Rob Janoff I Love NY ■ <u>Describe something new you learned about one of the iconic logos and graphic designers seen in the presentation.</u> ■ <u>What category are you researching?</u> ■ <u>What logos did you pick as being successful and why?</u> ■ <u>What logos did you pick as not being successful and why?</u> ■ Students work in pairs and be assigned a category - sports, food, entertainment, music, and business. ■ after completion students will share their logo's on google docs so they can be by view each other and share their findings 	<p>reasoning dialogically and dialectically by comparing and evaluating perspectives and interpretations</p>	<p>10 - 15 minutes</p>
6:40 -	<p>Break time ?</p> <ul style="list-style-type: none"> ● SLIDE 20: <ul style="list-style-type: none"> ○ Students discuss as a group what working as a graphic designer looks like and answer the following questions. <ul style="list-style-type: none"> ■ What influences a logo design? ■ Does what the logo represent change what goes into making the logo? ■ Do you think graphic designers have guidelines/constraints they need to think about? 	<p>questioning deeply</p>	<p>5 minutes</p>

	<p>COMPOSITION NAME _____ PER _____</p> <p>The art of placing and arranging elements on a page to attract and please the viewer.</p> <p>Use the following tips to create a design or logo.</p> <p>Tips for creating good composition:</p> <p>1. Overlap  Good (left) Avoid (right)</p> <p>2. Crop  Good (left) Avoid (right)</p> <p>3. Rotate  Good (left) Avoid (right)</p> <p>4. Focal Point  Good (left) Avoid (right)</p> <p>5. Off-Centering  Good (left) Avoid (right)</p> <ul style="list-style-type: none"> Clean up any supplies used <p>DAY 2</p> <p>5:00</p> <ul style="list-style-type: none"> Students revisit logos and take more time if needed. <p>-</p> <p>5:05</p> <ul style="list-style-type: none"> Students asked to pick their top three designs. <ul style="list-style-type: none"> They will share with their original partner and give and receive feedback. <ul style="list-style-type: none"> (This will mimic how graphic designers work and how they work collaboratively with their employers and have to share and possibly rework their ideas/designs to meet the needs of the design wanted.) <p>5:05</p> <ul style="list-style-type: none"> Students will be able to rework any ideas if necessary <p>-</p> <p>5:15</p> <ul style="list-style-type: none"> Computers will be distributed to students <ul style="list-style-type: none"> Handout will be provided and students will be asked to open their illustrator program <p>5:15</p> <p>http://2018graphicdesignpeerteaching.weebly.com/worksheets.html</p> <p>-</p> <p>5:20</p>	<p>Practice giving and receiving feedback to help generate ideas and create solutions</p>	<p>5 minutes</p> <p>5 minutes</p> <p>10 minutes</p> <p>5 minutes</p>
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<p>5:20 - 5:40</p> <p>5:40 - 5:45</p>	<p>Make Tool Palette long and thin</p>  <p>Change Screen Mode</p> <ul style="list-style-type: none"> ● Demonstrations will be shown while students follow along <ul style="list-style-type: none"> ○ One demo will be shown and students will be asked to try on their own computer ○ This will be done for each tool ○ Demonstrations will include <ul style="list-style-type: none"> ■ Pen tool ■ Shape tool ■ Move behind/to front ■ Shape builder tool ■ Direct selection tool ■ Text tool ■ Fill color/line width ■ Gradient tool ■ Insert an image (students can use an image from online for their design if they want but they will be limited to only 2 found images.) ● Students will be asked to ‘play’ with the program for 5-10 minutes and experiment <ul style="list-style-type: none"> ○ they will be asked several questions <ul style="list-style-type: none"> ■ did you find anything new? ■ was there any tool you specifically liked? ■ any questions on how to use anything? 	<p>Exploration and experimentation allowing students to gain knowledge about the program</p>	<p>20 minutes</p> <p>5 minutes</p>
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<p>5:45 - 6:30</p>	<ul style="list-style-type: none"> ● Students will pick their favorite design and recreate it using illustrator <ul style="list-style-type: none"> ○ tutorials are provided on the webpage ○ http://2018graphicdesignpeerteaching.weebly.com/tutorials.html 	<p>Problem solving using new program to generate image generating or assessing solutions</p>	<p>45 minutes</p>
<p>6:30 -</p>	<p>Break time?</p>		
<p>6:45 - 6:45 - 6:50</p>	<ul style="list-style-type: none"> ● Students will take a break and observe each other's works <ul style="list-style-type: none"> ○ they will be asked to think about several things as they observe <ul style="list-style-type: none"> ■ find something you found interesting in another's logo and why? ■ is there anything you would like to know how to do after viewing other work 		<p>5 minutes</p>
<p>6:50 -</p>	<ul style="list-style-type: none"> ● Students return to work <ul style="list-style-type: none"> ○ if they finish early they can create their own logo design or create a background for their logo 		<p>25 minutes</p>
<p>7:15 -</p>	<ul style="list-style-type: none"> ● Students will save and send their images to the instructor ● SLIDE 22: <ul style="list-style-type: none"> ○ Final activity - can you match the logo? ○ Computers will be lined up along the back table so logos can be viewed ○ Students will be grouped in pairs and given copies of each person's questionnaire ○ They will be asked to match the logo based on the information in the questionnaire 	<p>reasoning dialogically and dialectically analyzing and evaluating to give feedback and understand artistic decisions</p>	
<p>7:15 - 7:45</p>	<ul style="list-style-type: none"> ● Upon completion, students will view each logo and find the correct match <ul style="list-style-type: none"> ○ the logo designer will then share their work and answer several questions <ul style="list-style-type: none"> ■ Explain how your logo represents your partner. ■ Explain the tools used in the making of your logo 		<p>30 minutes</p>

7:45 - 7:50	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Discuss how you thought about/used the criteria we brainstormed that makes up a successful logo/balanced composition in your design. ○ The (employer) who the logo was designed for will then be able to share their feedback. ● After each person has gone, students will clean up and return to their seats. 		5 minutes
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Student reflective/inquiry activity:
Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Match the logo game!

- Computers will be lined up along the back table so logos can be viewed
- Students will be grouped in pairs and given copies of each person's questionnaire
- They will be asked to match the logo based on the information in the questionnaire
- Upon completion, students will view each logo and find the correct match
 - the logo designer will then share their work and answer several questions
 - Explain how your logo represents your partner.
 - Explain the tools used in the making of your logo
 - Discuss how you thought about/used the criteria we brainstormed that makes up a successful logo/balanced composition in your design.
 - The (employer) who the logo was designed for will then be able to share their feedback.

Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?	Post-Assessment Instrument: How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.				
	Criteria	Advanced	Proficient	Developing	Basic

<p>Can students argue what makes a successful logo versus an unsuccessful logo using supporting evidence?</p> <p>Can students construct a logo using Illustrator, effectively using multiple tools?</p> <p>Can students illustrate a logo that embodies their partner's interests and personal information in their design?</p> <p>Can students match iconic modern graphic designers and their logos they created correctly?</p> <p>Can students explain how artistic decisions are reflected to meet the artist's intent?</p>	<p>Able to argue what makes a successful logo vs a non successful logo using supporting evidence</p>	<p>Thoroughly explains what makes a successful logo vs a non successful logo</p> <p>Highly effectively uses supporting evidence</p>	<p>Substantially explains what makes a successful logo vs a non successful logo</p> <p>Effectively uses supporting evidence</p>	<p>Minimally explains what makes a successful logo vs a non successful logo</p> <p>Moderately effective using supporting evidence</p>	<p>Does not explain what makes a successful logo vs a non successful logo</p> <p>Minimally effective using supporting evidence</p>
	<p>Able to construct their logo design using the software correctly and multiple tools</p>	<p>Highly effectively uses Illustrator to construct the logo</p> <p>Uses at more than 5 different tools from Illustrator in their logo</p>	<p>Effectively uses Illustrator to construct the logo</p> <p>Uses at least 5 different tools from Illustrator in their logo</p>	<p>Moderately effective in using Illustrator to construct the logo</p> <p>Uses at less than 5 different tools from Illustrator in their logo</p>	<p>Minimally effective in Illustrator to construct the logo</p> <p>Uses only one tool from Illustrator in their logo</p>
	<p>Able to match iconic modern graphic designers and their logos correctly</p>	<p>Match iconic modern graphic designers and their logos correctly 100%</p>	<p>Match iconic modern graphic designers and their logos correctly 90%</p>	<p>Match iconic modern graphic designers and their logos correctly 70%</p>	<p>Match iconic modern graphic designers and their logos correctly 50% or less</p>

	<p>Able to explain how artistic decisions are reflected to meet the artist's intent</p>	<p>Thoroughly explain how logo represents their partner (personal information, etc.)</p> <p>Thoroughly explain tools in Illustrator used during the creating process</p> <p>Highly effectively discuss how elements seen in a balanced composition/successful logo are present in design.</p>	<p>Substantially explain how logo represents their partner</p> <p>Substantially explain tools in Illustrator used during the creating process</p> <p>Effectively discuss how elements seen in a balanced composition/successful logo are present in design.</p>	<p>Partially explain how logo represents their partner</p> <p>Partially explain tools in Illustrator used during the creating process</p> <p>Moderately effective in discussing how elements seen in a balanced composition/successful logo are present in design.</p>	<p>Minimally explain how logo represents their partner</p> <p>Minimally explain tools in Illustrator used during the creating process</p> <p>Minimally effective in discussing how elements seen in a balanced composition/successful logo are present in design.</p>
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Self-Reflection:
After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/15 Fahey