Unit Plan    Title: Intro to Graphic Design     Length: 3 Weeks

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| **Course Name** |  | **Grade Level** |  |

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| **Standards** | **Grade Level Expectations** (List all GLEs for grade level) |
| 1. Observe and Learn to **Comprehend** | Visual art has inherent characteristics and expressive featuresHistorical and cultural context are found in visual artArt and design have purpose and function |
| 2. Envision and Critique to **Reflect** | Reflective strategies are used to understand the creative processA personal philosophy of art is accomplished through use of sophisticated language and studio art processesInterpretation is a means for understanding and evaluating works of art |
| 3. Invent and Discover to **Create** | Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideasAssess and produce art with various materials and methodsMake judgments from visual messages |
| 4. Relate and Connect to **Transfer** | The work of art scholars impacts how art is viewed todayCommunication through advanced visual methods is a necessary skill in everyday lifeArt is a lifelong endeavor |

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| **Colorado 21st Century Skills****Critical Thinking and Reasoning**: *Think Deep, Think Different***Information Literacy:** *Untangling the Web***Collaboration:** *Working Together, Learning Together***Self-Direction:** *Owning Your Learning***Invention:** *Creating Solutions* | **Creative Process in Visual Art****https://lh5.googleusercontent.com/fIXPTeLbp13khYu9jBQLcwCcbc-r-C1WPZqjNUvYEDa3Q1HF83GracEX8pgtpbM-yzKf8IcQDYwQf37gkNkGm-Pes2wOqEzr_j1SuMn_o9OGd99hXSC__XObx9KsLbKiEHekVACUchewb1teuw** | **Studio Thinking****Develop Craft:** *Learning to use materials, tools and techniques***Engage and Persist:** *Learning to embrace problems and not give up***Envision***: Imagine the possible next steps; see what is not there***Express:** *Convey an idea, feeling, personal meaning***Observe:** *Seeing things that otherwise might not be seen***Reflect:** *think, talk and evaluate your work and the work of others***Stretch and Explore:** *Reach beyond one’s perceived capacities***Understand Art World:** *Learn about contemporary and past art(ist)* |

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| **Lesson Titles and Description** | **Lesson Length**  | **Sequence** |
| All About YouStudents will plan and create a graphic collage in a balanced composition about themselves.  They will observe works from Robert Davison Design, Michelle Bowers, Karnes Poster Company, and Gee Chung Design and reflect on what makes a balanced compositional design.  Their works will be created using magazines, glue, and any other collaged items.   | 1 day | 1st |
| Logo DesignStudents will observe history on graphic design and famous modern graphic artists Chip Kidd, Rob Janoff, Carolyn Davidson, Lindon Leader, Milton Glaser and their logos. They will plan and create their own representational logo designs thinking about successful design examples. Students will use Adobe illustrator, and reflect on their final piece about artistic intent.  | 1 day | 2nd |
| Event PosterStudents will observe poster artists such as Henri Privat-Livemont, Théophile Steinlen, J. M. Flagg, Shepard Fairey and reflect on what makes a successful poster design.  Students will create their own poster for a personal event using Illustrator and share their artistic intent.  | 1 day | 3rd |

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| **Unit: Focusing Lens/Lenses: Timeless, Transferrable and Universal (I.E. Beliefs/Values, Identity, Relationships. Tension/Conflict, Freedom, Design, Aesthetic, Patterns, Origins, Transformation, Change, Influence, Collaboration, Intention, Play/Exploration, Synergy/Flow, Choices, Balance, Inspiration, System, Structure/Function, Reform)** | Influence | **Unit: Prepared Graduate****Competencies** | Observe and learn to comprehend:Make informed critical evaluations of visual and material culture, information, and technologiesExplain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectivesRecognize, articulate, and debate that the visual arts are a means for expressionAnalyze, interpret, and make meaning of art and design critically using oral and written discourseMake informed critical evaluations of visual and material culture, information, and technologiesEnvision and Critique to Reflect:Critique personal work and the work of others with informed criteriaUse specific criteria to discuss and evaluate works of artRecognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual informationRecognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)Invent and Discover to Create:Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and designRecognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and researchRecognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectivesRelate and Connect to Transfer:Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideasTransfer the value of visual arts to lifelong learning and the human experienceExplain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas |

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| **Unit: Standards and Grade Level Expectations****(Unit must have all standards; NOT all GLEs.)** | Observe and learn to comprehend: Historical and cultural context are found in visual artEnvision and critique to reflect:Reflective strategies are used to understand the creative processInvent and Discover to Create:Assess and produce art with various materials and methodsDemonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideasRelate and Connect to Transfer:Communication through advanced visual methods is a necessary skill in everyday life |

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| **Unit: Inquiry Questions****(Engaging-Debatable: In art, what does it mean when something is beautiful? How can something be so ugly it is beautiful?)** | Is it still art when it is made from a computer?What are the benefits of creating art on the computer vs creating art by hand?How can personal expression and style still be shown in art generated on a computer?  |

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| **Unit Strands** | Comprehend/Reflect/Create/Transfer |

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| **Unit: Concepts: Timeless, Transferrable and Universal (I.E. Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, Observation)** | CompositionBalanceDesignInfluence |

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| **Enduring Understandings: My students will UNDERSTAND...****(Timeless, Transferrable and Universal. Shows a relationship between two or more concepts.)** | **Conceptual Guiding Questions** | **Factual Guiding Questions** |
| Artists and designers use information provided to influence their designs and create artwork(can change to this ?) | What kind of information can be used to create a design?  | What influenced the designers of the Nike Logo, the apple logo? |
| Artists use elements of design to create balanced compositions in their artwork | Does a composition always need to be balanced? | What are the elements of a balanced composition? |
| Art can  impact people’s daily  lives. | How much does the images, objects, places you interact with affect your life? | What forms does graphic design take? |
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| **Critical Content: My students will KNOW...****(NOT Timeless, Transferrable and Universal. Factual information in the unit [topics] that students must know.)** | **Key Skills: What my students will be able to DO...****(Timeless, Transferrable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)** |
| How to create ideasObserve famous graphic artists work that demonstrate balanced compositionHow to create a balanced compositionHow to share personal information in visual formHow to research logo designsRemember famous graphic designers and their logosHow to use the basics of Adobe IllustratorHow to create a logo using Adobe IllustratorHow to create a design using others informationHow to reflect on and explain their artwork to othersHow to look at artwork of others and think about their storyKnow famous poster artists and their designs. How to research poster designsHow to design an event poster using Adobe Illustrator | Plan IdeasDiscuss and defend their ideas with others.Organize plans in stepsWork cooperatively in group settingsMake observations about the world around themselves and others.Create Analyze  |
| **Vocabulary** | Graphic design, composition, balance, tension, scale, cropping, overlapping, focal point, centering/off centering, space, logo, event poster, Illustrator |
| **Literacy Integration** | Working on Illustrator, discussing ideas with peers, planning ideas, reflecting and discussing artistic choices |
| **Numeracy Integration** | Working on Illustrator, making work sequentially in steps |