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 features  Historical and cultural context are found in visual art  Art and design have purpose and function |
| 2. Envision and Critique to **Reflect** | Reflective strategies are used to understand the creative process  A personal philosophy of art is accomplished through use of sophisticated language and studio art processes  Interpretation 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 ideas  Assess and produce art with various materials and methods  Make judgments from visual messages |
| 4. Relate and Connect to **Transfer** | The work of art scholars impacts how art is viewed today  Communication through advanced visual methods is a necessary skill in everyday life  Art 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 You  Students 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 Design  Students 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 Poster  Students 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 technologies  Explain, 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 perspectives  Recognize, articulate, and debate that the visual arts are a means for expression  Analyze, interpret, and make meaning of art and design critically using oral and written discourse  Make informed critical evaluations of visual and material culture, information, and technologies  Envision and Critique to Reflect:  Critique personal work and the work of others with informed criteria  Use specific criteria to discuss and evaluate works of art  Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information  Recognize, 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 design  Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research  Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives  Relate 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 ideas  Transfer the value of visual arts to lifelong learning and the human experience  Explain, 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 art  Envision and critique to reflect:  Reflective strategies are used to understand the creative process  Invent and Discover to Create:  Assess and produce art with various materials and methods  Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas  Relate 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)** | Composition  Balance  Design  Influence |

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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 ideas  Observe famous graphic artists work that demonstrate balanced composition  How to create a balanced composition  How to share personal information in visual form  How to research logo designs  Remember famous graphic designers and their logos  How to use the basics of Adobe Illustrator  How to create a logo using Adobe Illustrator  How to create a design using others information  How to reflect on and explain their artwork to others  How to look at artwork of others and think about their story  Know famous poster artists and their designs.  How to research poster designs  How to design an event poster using Adobe Illustrator | Plan Ideas  Discuss and defend their ideas with others.  Organize plans in steps  Work cooperatively in group settings  Make 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 |