

# AAPS Blended Unit Planning Document #1

## Grade Level/Content Area

Graphic Design 1

## Unit Title

Journal Entries- Prototypes, Design Brief Research and Learning Logs <http://skylinehsgraphicdesign1.blogspot.com/p/journal-assignments-1-10.html>

## Unit Abstract

A description of the featured unit of study that characterizes the subject matter to be studied and states very generally what students are expected to learn and the types of learning activities that will be conducted to provide opportunities for learning.

Each week students will be creating a visual journal entry that allows them to explore the Graphic Design of others (specifically those published in magazines). Each week the assignment will be specific to the Project (Design Brief) they will be creating and that will be published on their weebly. They will also use the Journal to take notes during class lectures and demos.

The intent of the Journal Entry or Design Brief research is to allow students to explore Graphic Design in all its facets. This will also promote students to be prepared for the Projects. This is part of a portfolio of Visual Literacy process that they will post on their weebly. Students journals will be a reflection and documentation of their growth.

## Standards/Benchmarks

Identifying Expectations and Standards helps to ensure curricular alignment.

*Are the appropriate goals (ie: content standards, benchmarks, curriculum objectives) identified?*

### **Michigan High School Visual Arts Standards**

#### **PERFORM**

Standard 1: Apply skills and knowledge to perform in the arts.

**(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)**

ART.VA.I.HS.1 Apply acquired knowledge and skills to the creative problem solving process. **(21st Century Skills: I.4, II.2)**

ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas. **(21st Century Skills: I.6, III.3, III.6)**

### **CREATE**

Standard 2: Apply skills and knowledge to create in the arts.

**(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)**

ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.

### **ANALYZE**

Standard 3: Analyze, describe, and evaluate works of art.

**(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)**

ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork. **(21st Century Skills: I.3)**

### **ANALYZE IN CONTEXT**

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)**

ART.VA.IV.HS.4 Use knowledge of art and design history to inform personal artwork. **(21st Century Skills: I.1, I.3, II.5, II.7, III.3, III.7)**

### **ANALYZE AND MAKE CONNECTIONS**

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)**

ART.VA.V.HS.8 Identify the role visual arts play in enhancing civic responsibility and community. **(21st Century Skills: I.3, I.6, III.2, III.4, III.7, III.9)**

### **National Standards (Standards for Technology Literacy)**

#### **Design**

Standard 8. Students will develop an understanding of the attributes of design.

Standard 10. Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

#### **Abilities for a Technological World**

Standard 11. Students will develop abilities to apply the design process.

Standard 13. Students will develop abilities to assess the impact of products and systems.

#### **The Designed World**

Standard 17. Students will develop an understanding of and be able to select and use information and communication technologies.

## Essential Questions

A meaning of “essential” involves important questions that recur throughout one’s life. Such questions are broad in scope and timeless by nature. They are perpetually arguable – What is justice? Is art a matter of taste or principles? How far should we tamper with our own biology and chemistry? Is science compatible with religion? Is an author’s view privileged in determining the meaning of a text? We may arrive at or be helped to grasp understandings for these questions, but we soon learn that answers to them are invariably provisional. In other words, we are liable to change our minds in response to reflection and experience concerning such questions as we go through life, and that such changes of mind are not only expected but beneficial. A good education is grounded in such life-long questions, even if we sometimes lose sight of them while focusing on content mastery. The big-idea questions signal that education is not just about learning “the answer” but about learning how to learn. (Wiggins, Understanding by Design)

Each Journal Entry aligns to the Design Brief or Projects that will follow so they will vary. However these are typical questions:

Who is your client/audience? Demographics?

What is your message or what are you trying to sell or express?

How are you achieving this?

What is it about your design that tells the viewer this?

## Student will know...

Summarizing the key content by setting up knowledge and skill goals for the unit helps designers focus lesson content.

How to target a demographic. Be explicit as to who their client is. Design for their audience.

## Students will be able to....

Summarizing the key skills goals for the unit helps designers focus lesson content.

Design a project that reflects purpose, intent and engagement.

Increase skills. Research their client. Make design choices.

## Current Teaching Design\*

List every activity that you currently complete in your traditional classroom situation to teach this unit.

Students have been introduced to Graphic Design as the combination of illustration and text. Each Journal Entry is a flipped type of lesson that makes students create a concept before they use Illustrator to complete.

## Models

Recommended models for implementation. (ie flex, station rotation, lab rotation, flipped, individual, A La Carte, enriched virtual)

Journal, glue, scissors, colored pencils, crayons, magazines, newspapers, and access to a computer for instructions (google classroom), portfolio (weebly) and class blog (skylinehsgraphicdesign1.blogspot.com). Elements and Principles of Design handout. There is a brief presentation about each Journal Entry but it is of a flipped concept. It is the research before the real project.

## Instruction and Activities

Based on what you have learned so far what instruction and activities will students engage with in the face-to-face (F2F) environment? Which will you now move to the online environment? For more support in planning this way, [watch this video](#).

F2F	Online
Introduction of Journal Entries. In class time. One on one feedback.	Google Classroom Assignment Images of Journal Entry Comments on others via Google Classroom All 10 Journal Entry per student compiled into an Animoto file posted on their weebly
Assignment #1- As we know now Graphic Design is the combination of text and illustrations (which can be pictures). For this entry you will need to concentrate on a specific demographic and find ads that you think are for them. Fill 2 pages of your Journal with ads. Make sure to label your entry: Journal #1- Graphic Design for (whomever you choose it for).  Assignment #2- Create 3 different words or logos in graffitcreator.net. You will need to take a screen shot (command, shift 4) of each and place each image in a word doc and drop them to me via the class drop box: <a href="http://skylinehsgraphicdesign1.blogspot.com/p/dink-box-drop-box.html">http://skylinehsgraphicdesign1.blogspot.com/p/dink-box-drop-box.html</a> . Please make sure file follows this format (yournamegraffiti.doc). I will print them out in	

color. Once printed and returned you will need to glue them in your Journal. Next you will cut out the graffiti (no white paper allowed) and then you will design around the graffiti with designs that reflect the words or logos. You will have 3 pages- one for each graffiti design.

<http://skylinehsgraphicdesign1.blogspot.com/p/lesson-4-graffiti-creator.html>

Assignment #3- Avatar and Pattern Exploration. 3 pages total. One page of found patterns (wrapping paper or magazines) and one page of pattern(s) you make. Patterns are repetitive. No black and white patterns- throw in some color. The third page is an 8 x 10 black and white copy of a Selfie (head shot) you will be using for the next Project. Then glue it into your Journal. Next you will create a geometric shapes or a prism design on your copy with a pen. Start with the outline of your face, then eyes, nose and mouth. Complete the whole picture. The more shapes the more detail.

[http://skylinehsgraphicdesign1.blogspot.com/p/pattern-only\\_92.html](http://skylinehsgraphicdesign1.blogspot.com/p/pattern-only_92.html)

<http://skylinehsgraphicdesign1.blogspot.com/p/geometric-avatar-for-website.html>

Assignment #4- Illustration with Text. 2 Pages. Create 2 illustrations (one on each page) that include text. The text should be noticeable. The illustration should be relevant to the text. Think greeting card, comic book cell or draw what you can draw and add text to enhance it. Text needs to be hand drawn. Make sure to create a background or environment.

<http://skylinehsgraphicdesign1.blogspot.com/p/lesson-illustration.html>

Assignment #5- Sketch out Your Book Cover. Create 1 page sketch of your proposed book cover. Remember it can be a book that is already written or it could be a book made up by you. Make sure to include the characters, environment as well as title and other. This need to be both drawn and colored. You may leave the text off this illustration. However please label the journal the title and author you have chosen.

<http://skylinehsgraphicdesign1.blogspot.com/p/please-review-live-trace-in-class-book.html>

<http://skylinehsgraphicdesign1.blogspot.com/p/cultural-book-cover.html>

Assignment #6- Create a Sketch of your Cereal box. 2 pages total. On the first page you will need to draw your main character, the title of your cereal and the 2 shapes of cereal. Include color. On the second page you will need to follow this formula. The two main items are you character and name of cereal so they need to be place first. Character in the middle and name on top. Next fill the page with

a cereal bowl with the 2 shapes of cereal in front of the character. Make sure to include an environment. Please include a description of your client.

<http://skylinehsgraphicdesign1.blogspot.com/p/cereal-box-lesson.html>

Assignment #7- Sketch out your T-shirt. 1 page. For this one page entry you will need to sketch out your T-shirt design. You may sketch out more than one. You may include an illustration only or add text if you would like to. You will need to title this work.

<http://skylinehsgraphicdesign1.blogspot.com/p/t-shirt-assignment.html>

Assignment #8- Make your Monster 3D. 3 pages. Every design should have a purpose, audience and client. For the first page you will sketch out your monsters. What it would look like if it were an illustration. Make sure to include an environment. On the second page you will draw the parts of the 3D monster that will make it 3D. You must have 4 legs (for stability), horns or ears and wings or arms. On the third page write out your 5 sentence story about your monster for a 5 year old you.

<http://skylinehsgraphicdesign1.blogspot.com/p/lesson-17-3d-monster.html>

Assignment #9- Non-Profit Poster Sketch. 2 Pages. Pick 2 different nonprofits that you feel strongly about and create a single page design for each one. You will need to include a logo (you may copy theirs but you have to draw it yourself), a character and some fact that makes the viewer pause. Show your great Graphic Design skills!

<http://skylinehsgraphicdesign1.blogspot.com/p/lesson-18.html>

Assignment #10- Create Your Own Font. 3 Pages. For each page you will create a Font that is of your own design. Feel free to look at dafont.com or 1001fonts.com. Make sure that it is from A-Z both upper and lowercase. Make sure your alphabets have a similar style from the beginning to the end.

<http://skylinehsgraphicdesign1.blogspot.com/p/one-way-to-make-money-and-to-become.html>

## Assessments

Based on what you have learned so far what instruction assessments will students engage with in the face-to-face (F2F) environment? Which will you now move to the online environment? Think about how you balance your assessment strategies (formative and summative).

F2F	Online
<p>Formative Assessment: Given via a self assessment/ checklist/ rubric for each entry Students may redo if less than 8 out of 10.</p> <p>Summative: Presentation on weebly is part of their final (100 pts)</p>	<p>Points posted on Powerschool after students self assess</p> <p>Final posting of all 10 Journal Entries on the weebly (100 points)</p>

## Resources

A selected repertoire of high quality resources that would equip a teacher to teach the unit is listed here.

F2F	Online
<p>These are built on the Projects and in the order I teach them. I am flexible so if students need to be motivated.</p> <p>However, I am switching my mode of teaching to reflect the concepts from the book <i>Change by Design</i> by Tim Brown.</p>	<p>Skylinehsgraphicdesign1.blogspot.com (all handouts are on here as well as journal and project info)</p> <p><a href="https://www.stem.org.uk/elibrary/collection/2989">https://www.stem.org.uk/elibrary/collection/2989</a></p> <p><a href="https://graffiticreator.net">https://graffiticreator.net</a></p> <p><a href="http://www.paintfont.com/">http://www.paintfont.com/</a></p> <p><a href="http://skylinehsgraphicdesign1.blogspot.com/p/journal-assignments-1-10.html">http://skylinehsgraphicdesign1.blogspot.com/p/journal-assignments-1-10.html</a></p>

## **TO-DO\***

*What items must you complete in order to finish the creation of this unit. If any of the items to the right must be modified for online delivery list it here. For example, create a short podcast, find a YouTube video, write a discussion question, re-write directions for an activity so it can take place online.*

Each Journal Entry is currently being rewritten and new samples will need to be made.

Finish instructions for the Google Classroom and Animoto registration.

Link to blog as well.

Streamline the work so Journal Entries reflect the intent of the Project in order as well as being engaging.