

by Ana Flora Gonzales

# Professional Portfolio

Brigham Young University, Apr 2015



Top: Provo High Beginning Graphics Class  
Middle: Collage of painted paper by me  
Bottom: Wellness Challenge 2012 Designed by me

# TABLE OF CONTENTS

1. RATIONALE FOR TEACHING ART .....	1
2. PERSONAL PHILOSOPHY OF TEACHING ART.....	3
3. VITAE/RESUME .....	5
4. LETTERS OF RECOMMENDATION.....	7
5. SAMPLE OF STUDENT ART.....	9
6. CREATIVE PORTFOLIO.....	15
7. CURRICULUM SAMPLER .....	25



*"The aim of art is to represent not the outward appearance of things, but their inward significance."*

- by Aristotle

## 1. RATIONALE FOR TEACHING ART

## RATIONALE FOR TEACHING ART

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"The aim of art is to represent not the outward appearance of things, but their inward significance" (by Aristotle). Art is a way people can express their inner thoughts and ideas. Some people are better at expressing themselves through writing, others are confident at saying what they think or know, but what about the rest that can't speak or write as eloquently. Art can help those that can't use words to express themselves. It can be frustrating when you want to say something and you can't find the right words to express it. As I was an English learner, what frustrated me the most was when I would say something and people would give me a confused look. I believe that youth have a lot to contribute to our community. They need to be given the opportunity to express themselves and be heard and understood.

I think art education can help students see that there are other ways to express themselves. Art education is broad enough to help a lot if not all of students find their own way to express ideas. Art has painting, photography, ceramics, commercial art, 3-D art, illustration, animation, installation, etc. Art is not there to teach them what to say, but to help them find the best way to say it and to make it sound/look like their own voices. Once they discover they can speak they will

let you know what they think. Being able to discover how to express themselves can help them in their own lives. Communication is an important skill to have for work, school, family, and social interaction.

Communication involves more than just expressing, it also involves understanding and interpreting others. Art also help them understand others. As they learn this new way of expression, they will also become literate in the language of art and will be better able to understand people whose way of expression is art. As students learn about art history and contemporary art, they will become more familiar with the language of art and how to critique and understand others' point of views.

Art in education is essential to help them explore new ways of communication. Students can grow their appreciation of art as they produce their own artwork and realize the process is needed to express themselves in this language. As they become more proficient in the language of art they will be able to have discussions with other people who communicate through art.

## 2. PERSONAL PHILOSOPHY OF TEACHING ART

# PERSONAL PHILOSOPHY OF TEACHING ART

## THE TEACHER

Teachers are facilitators of education. We help create a safe environment for learning. Students will speak up if they feel that their opinion matters and if they know that their opinion will be respected and appreciated. Students might feel peer pressure in school and among friends. A teacher should create an environment where the student will feel free to speak their mind respectfully and openly. A teacher also should be aware of the different variety of learners in their class and make accommodations so that most students can learn and respect other's learning.

## THE LEARNER

The learner needs to have as much involvement with his/her education as possible. We need to have the initiative to learn in order to learn. Students can and should contribute with ideas on how they, as a class, can and will help create a safe environment (rules/consequences). Students and teachers are both responsible to make the classroom a safe environment. Students can also contribute with the teacher on the project ideas. Students should find ways to create art not only for the homework, but also

that would be meaningful in their lives outside of school.

will be a quiet setting to accommodate all learners.

## THE CURRICULUM

The Curriculum should be about what the goals are and clear but challenging enough for the students to grow. Lessons should help students make connections to the material learned with their day-to-day life. As they make connections they will be able to retain better the lessons and see the value of what they learn as artists. Lessons should have questions that will help student think outside of the box by creating limitations while they do their projects. Limitations will help them think outside of the box and not fall on the default art making.

## THE SETTING

The setting where all will happen needs to feel safe and in unity. It needs to be an environment which inspires creativity. The walls should have art work that is historical as well as contemporary, 2D as well as 3D, non-digital as well as digital art to help students see that there are more way of making art. I do feel that the classroom should be organized so that students know clearly where to find the materials they need. Music can inspire but also distract. Because we all learn differently I would have times where I would put music, and other times where it

### 3. VITAE/RESUME

# Ana Gonzales

TEACHER . ARTIST . PROGRAMMER



## Contact Information

- (801) 919-4214  
 ana.gonzales.vaedu@gmail.com

## Language Skills

**Languages**  
Spanish and English

**Computer Languages**  
Java, C++, HTML, CSS, JavaScript

## Education

Brigham Young University ..... 2008 - 2015  
Art Education (Minor in Computer Science)

Brigham Young University - Idaho ..... 2007 - 2008  
Arts

Instituto San Ignacio de Loyola ..... 2004 - 2006  
Graphic Design

## Experience

**Student Teacher - Provo High School** ..... Feb 2015 - Apr 2015  
Taught art and visual culture concepts through Screen Printing and Graphic Design  
Planned, modified and redesigned the lesson to better meet the students' needs

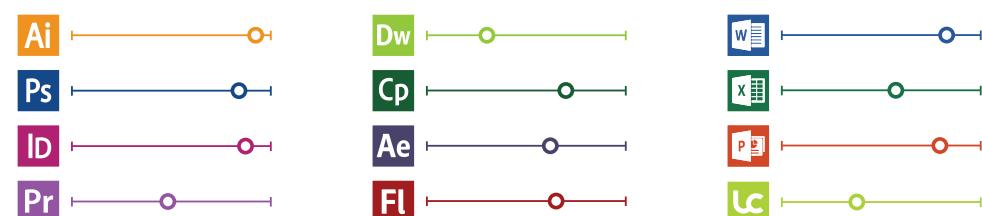
**Teacher Assistant - BYU CS Dept** ..... Summer 2012, 2013, 2014  
Balanced helping students with grading while keeping calm when stressful situations came along  
Taught C++ and Java by simplifying and explaining complex terms to the students

**Graphic Designer - BYU Graduate Studies** ..... Aug 2013 - Dec 2014  
Met with different clients to better understand their needs and their views of the projects  
Used design and took pictures to promote Graduate Studies events through social media  
Searched for opportunities to better advertise events through improved designs

**Graphic Designer - BYU HRD** ..... Jan 2012 - Aug 2013  
Created multiple sketches to better choose the best designs to present to the client  
Helped interview and train new designers  
Worked multiple projects simultaneously prioritizing them to use time effectively

**Web Developer - BYU Biology Dept** ..... Jun 2009 - Dec 2009  
Discussed with teachers their vision to better design or update the look and content of their websites  
Used Photoshop, Dreamweaver, Illustrator, and HTML to improve their websites.

## Computer Skills



## 4. LETTERS OF RECOMMENDATION

COMPUTER SCIENCE



March 15, 2015

To Whom It May Concern:

I am writing this letter in support of Ms. Ana Gonzales' application for teaching positions in the fields of Art Education and/or Computer Science. I have known Ana for over 2.5 years. I first met her in the fall of 2012 when she took my Advanced Computer Programming class at Brigham Young University. She was taking the class as part of her Computer Science minor, which she completed in addition to her Art Education major. After completing my class, Ana also served for a period of time as one of my teaching assistants.

Ana performed very well in my class, finishing in the top third of the students. The class is quite challenging even for those who are majoring in Computer Science. Ana stood out for a few reasons. First, she is a tenacious learner. In class she frequently asked questions to deepen her conceptual understanding and to clarify assignments. She also came to my office on multiple occasions with additional specific and thoughtful questions. She successfully completed a number of rather large and challenging computer programming projects, and did so in a timely manner. Second, she stood out because she came from a non-technical major, and yet performed at a high level in a very technical subject. Indeed, she out-performed many of the other students who came from technical majors, including Computer Science and Engineering. While I often have students in my class from non-technical majors who are seeking minors in Computer Science, it is somewhat atypical for such a student to perform at such a high level. Ana is very bright, and demonstrates proficiency in both "right brain" and "left brain" thinking. Third, Ana stood out to me because of her exceptionally pleasant demeanor. She is calm, gentle, and patient, which makes her effective in her personal interactions. At the same time, she is tenacious and determined. In my opinion, the combination of attributes Ana possesses is somewhat rare and impressive.

As previously mentioned, after she completed my class, I hired Ana as one of the teaching assistants in my Advanced Computer Programming class. In 13.5 years of university-level teaching, she is the only teaching assistant I have ever hired who came from a major so far removed from Computer Science as Art Education. Her performance in the class, combined with her excellent demeanor and natural teaching skill, made her an appealing candidate. She did not disappoint, and was a highly effective assistant to me and my students. In addition to her core expertise in Art Education, I believe that Ana could also be an excellent Computer Science teacher at the high school or junior high level. I can't say that I know any other Art teachers who can also teach Computer Science. Ana's versatility in this regard could be a great asset to her employer.

I fully expect that Ana will be an exceptional educator. More broadly, I am confident that she will be great at whatever she chooses to do. She is the type of person that I would want teaching my own children. I highly recommend her to you.

Sincerely,

Kenneth J. Rodham, Ph.D.  
Teaching Professor  
Computer Science Department  
Brigham Young University

BRIGHAM YOUNG UNIVERSITY • 3361 TMCB • PROVO, UT 84602  
(801) 422-3027 / FAX: (801) 422-0169

*Dr. Ken Rodham was my CS 240 Professor.*

*I also was his TA for that class after I took it. I helped teach review sessions and CS concepts to students.*

## 5. SAMPLE OF STUDENT ART

- A - Individual student work
- B - You teaching
- C - You displaying
- D - You judging student art work

## SAMPLE OF STUDENT ART

### 5.A

#### Individual student work

Students brought text to life as they explored text as an image. Students choose a quote or a word they liked and altered the shape of the type or choose a typeface to express the text.

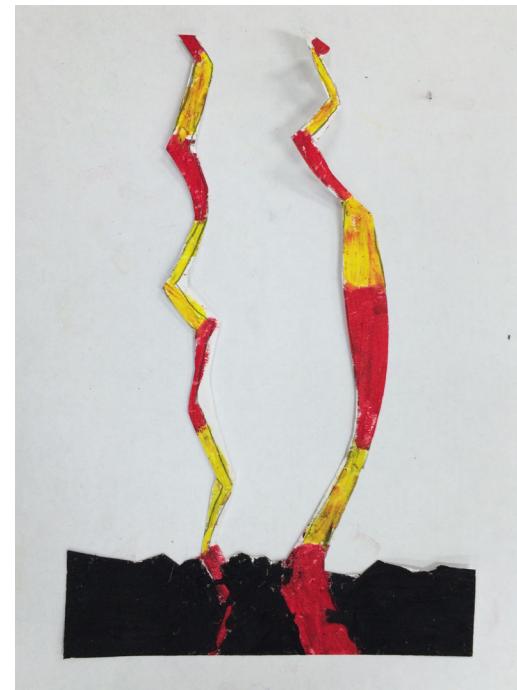


Students took a picture of their surroundings. We talked about street art and environmental art in the classroom. So they use the pictures of their surroundings and used Photshop to modify the environment they chose.

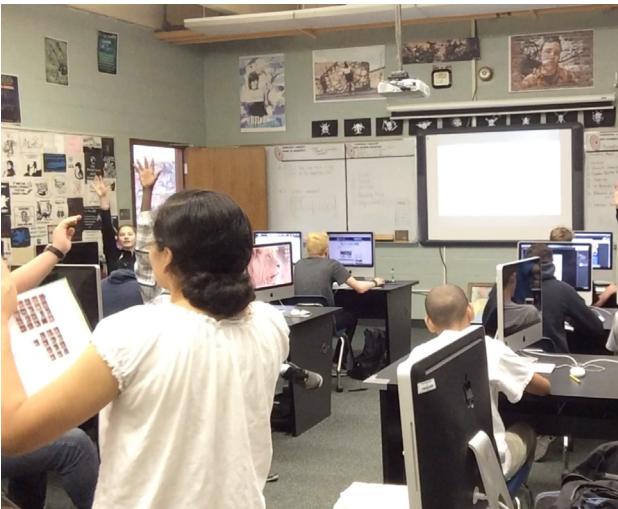




We studied Elizabeth Murray and created a mural of feelings. Students analyzed a feeling and create a shape which described it. They chose the color they thought best represented the feeling.



## 5.B Teaching



## 5.C Displaying

We discussed street art and how it is different from environmental art. Students made a street art/environmental art piece where



they took a picture of a place in Provo and interacted with it. Students observed the places and used their imagination to transform the place into an environmental artwork. They used Photoshop and Illustrator to transform the picture of the place.

## 6. CREATIVE PORTFOLIO

## CREATIVE PORTFOLIO



As a class we went up to Rock Canyon in the morning and painted landscapes. On the right there is a picture of the landscape and on the left on top of my backpack is the painting I made of the landscape.

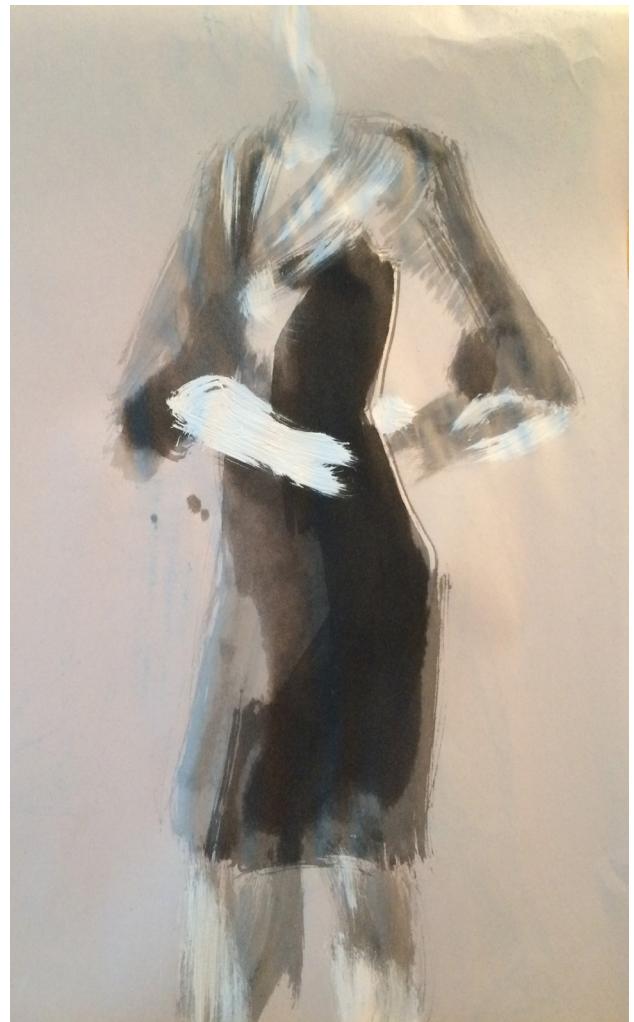
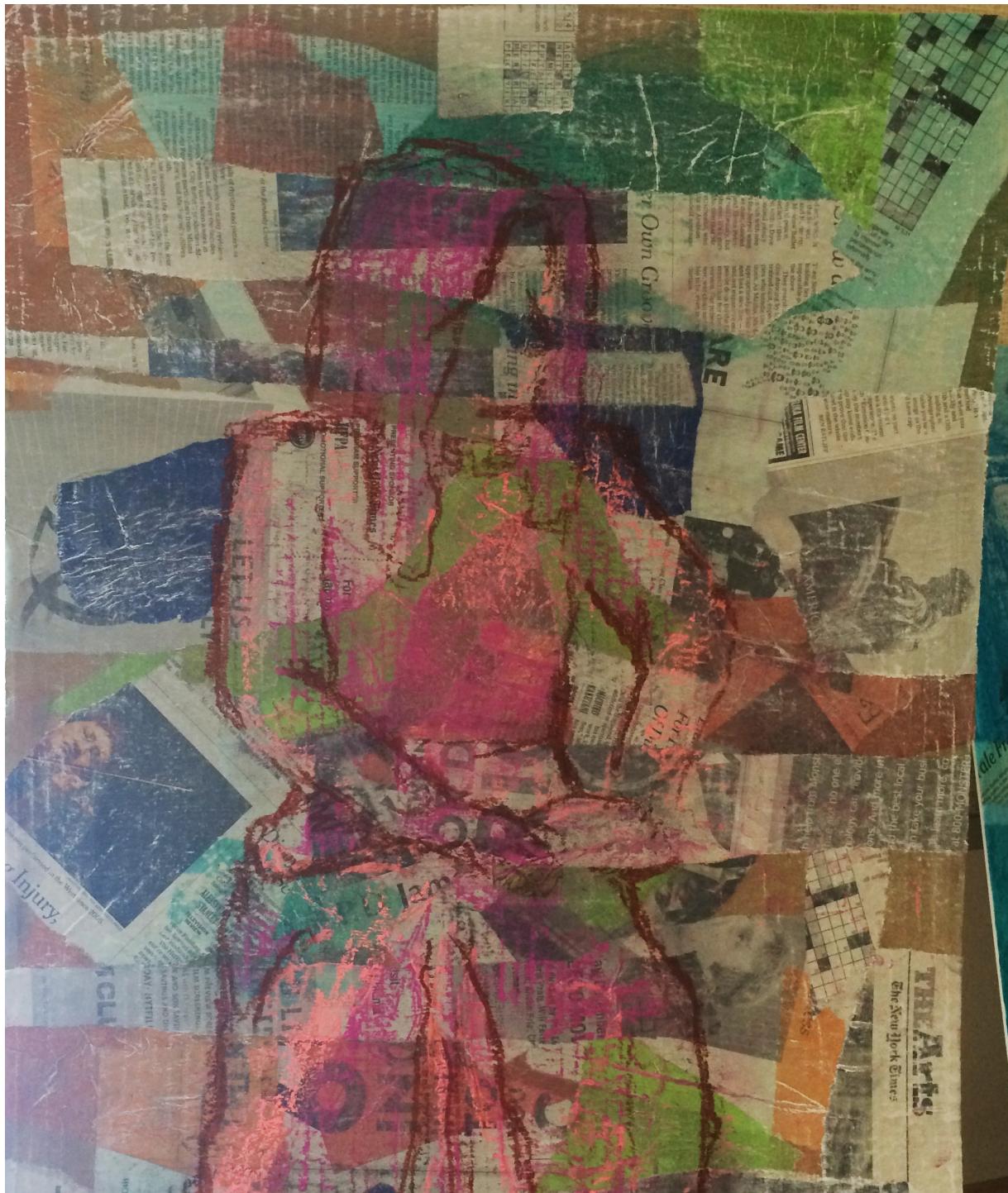
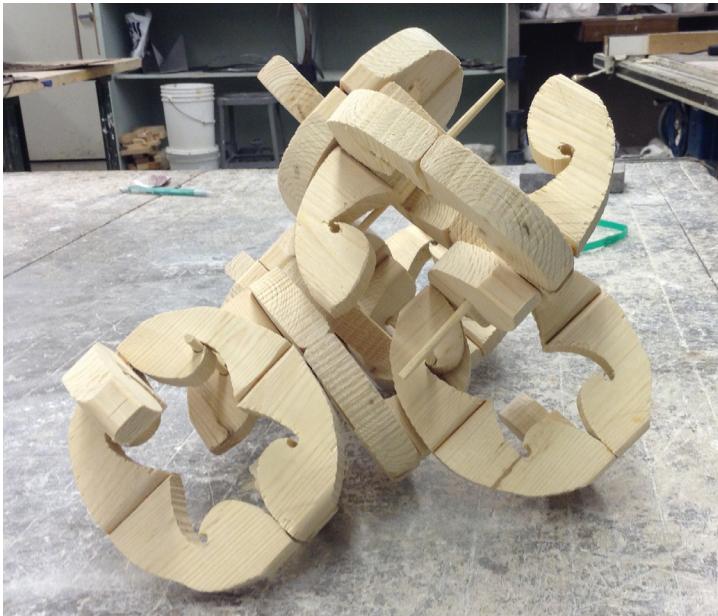
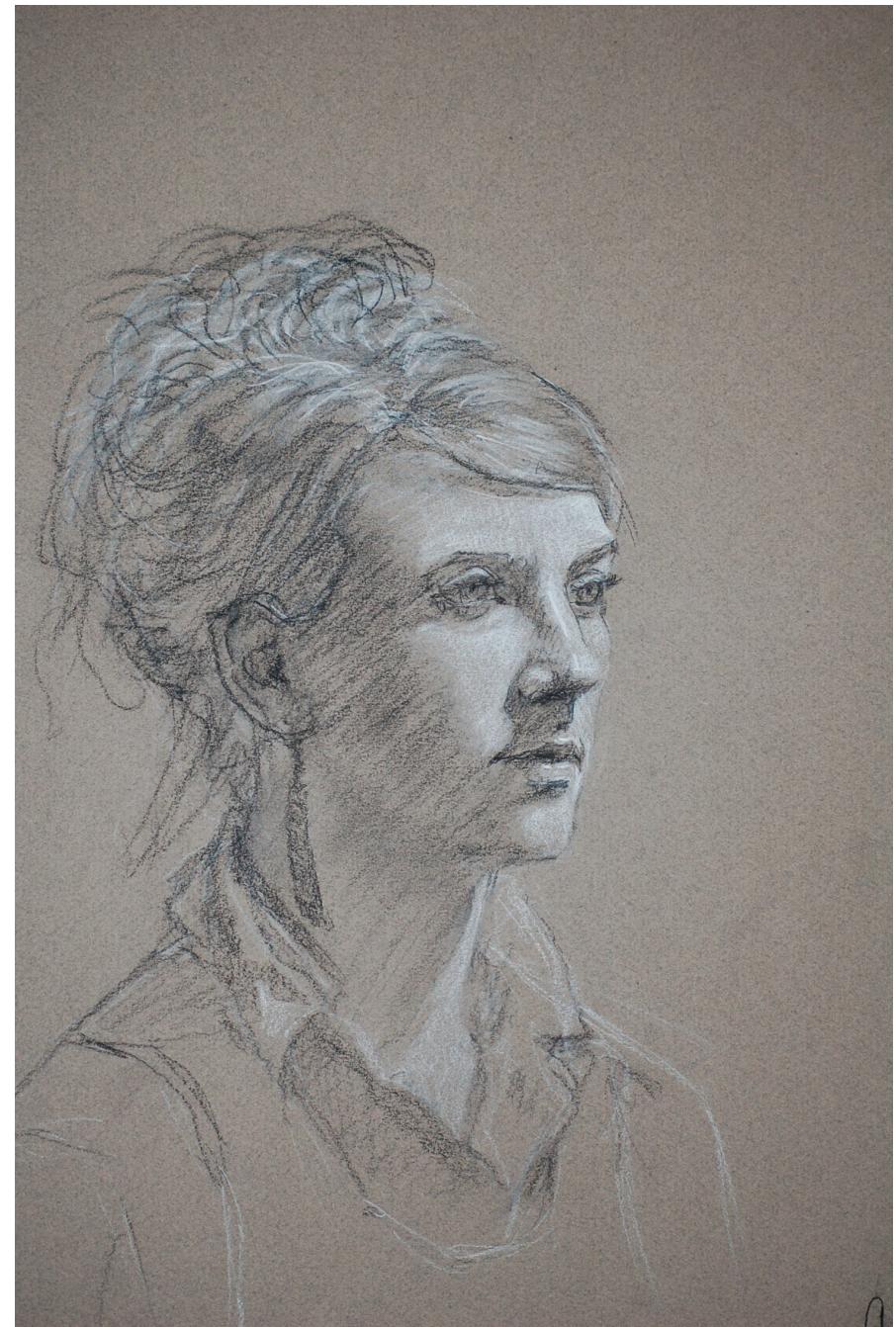
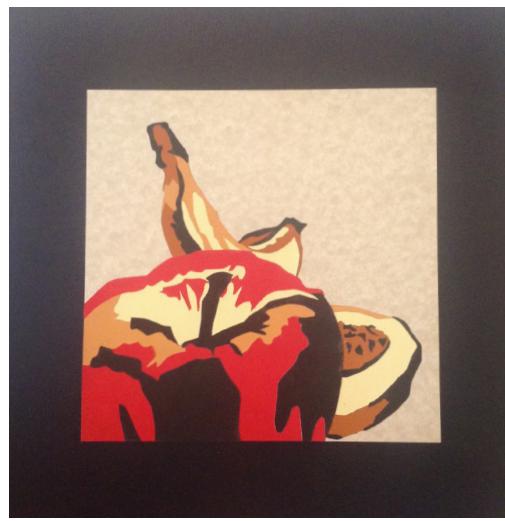
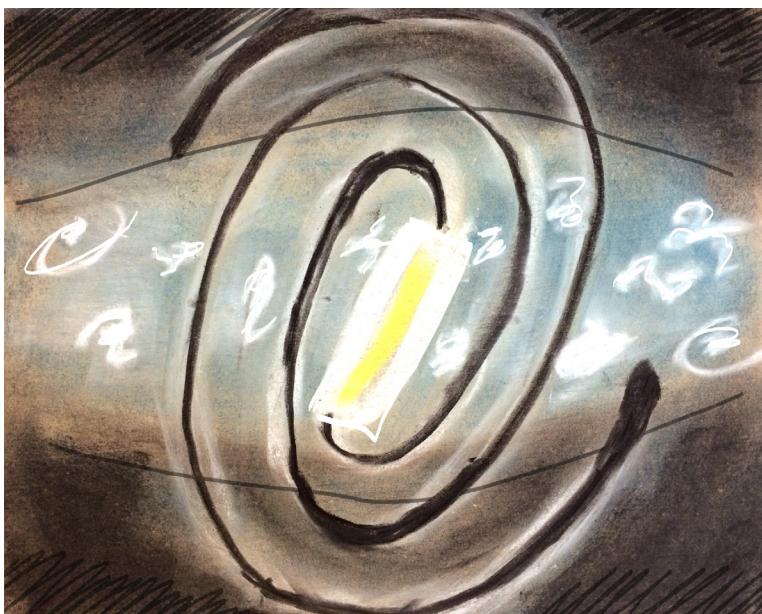


Figure Drawing with different medium and backgrounds. On the left, I made a paper collage and drew the figure with chalk pastels. On the right, a 5 min pose figure drawing with ink and white acrylic.







# Graphic Design



This screen shows the "Exercise Goal" section. It includes a date field "Mon. Aug 27", a checked checkbox for "Exercise Goal", and a note: "Here goes my exercise goal. Maybe two sentences max." Below this is a "Minutes" field set to "45" and a text area containing "Run and Stretch". Other sections like "Personal Goal" and "Weight (optional)" are present, along with "Update" and "Save" buttons.

This screen displays the "Challenge 1" history table. It lists exercises performed on August 27, 2013, with columns for Date, Exercise, Goal, and Weight. Most entries have a checked "Goal" checkbox and a checked "Weight" checkbox, indicating they were completed successfully.

Date	Exercise	Goal	Weight
8/27/13	<input checked="" type="checkbox"/> 45 min.	<input checked="" type="checkbox"/>	120 lb.
8/27/13	<input checked="" type="checkbox"/> 30 min.	<input checked="" type="checkbox"/>	120 lb.
8/27/13	<input type="checkbox"/> 20 min.	<input checked="" type="checkbox"/>	120 lb.
8/27/13	<input checked="" type="checkbox"/> 50 min.	<input checked="" type="checkbox"/>	120 lb.
8/27/13	<input checked="" type="checkbox"/> 90 min.	<input checked="" type="checkbox"/>	120 lb.
8/27/13	<input type="checkbox"/> 15 min.	<input checked="" type="checkbox"/>	120 lb.
8/27/13	<input checked="" type="checkbox"/> 32 min.	<input checked="" type="checkbox"/>	120 lb.
8/27/13	<input type="checkbox"/> 15 min.	<input checked="" type="checkbox"/>	120 lb.
8/27/13	<input checked="" type="checkbox"/> 30 min.	<input type="checkbox"/>	120 lb.
8/27/13	<input checked="" type="checkbox"/> 45 min.	<input checked="" type="checkbox"/>	120 lb.

BYU Wellness mobile application design for a wellness challenge for the faculty and staff of BYU.



# Healthy for Life!

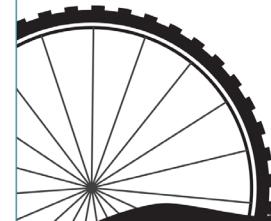
## How to Prepare Vegetables

"Variety in your food preparations keeps your taste buds zappy and happy! The same vegetable can have a completely different taste depending on how it is prepared."

[Learn more](#)

### Wellness

For faculty, staff, and spouses.



## NATIONAL BIKE MONTH!

Ride your bike to work 12 days in May to get a fancy bike pin from BYU Wellness. Track 12 days then turn it to 2001 JKB by May 31 for the prize.



Celebrate with BYU Wellness by participating in Bike to Work day (**May 14**) and riding your bike to work this month!

**Blue & White**

**FITNESS BOWL**

Scoreboard   Tracking   Field   MVP's   Information   **2012**

SCORE		DAYS TO GO	
	0028		0004
WEEK			
● ● ● ● ● ● ●			

**Wellness**  
Promoting a healthy life

**FITNESS BOWL** September 3rd - October 20th

Welcome to challenge #5! In this challenge your daily exercises turns into yards on a football field. You can gain yards by doing aerobic, strength, and stretching exercises (the exercise to yards equivalency chart is in the box below). To successfully complete this challenge, you must complete at least 3 touchdowns (300 yards) by October 20th.

Track your progress by writing in minutes for aerobic and strength time, as well as checking a box for stretching. Aim to get 43 yards a week, which will result in 3 touchdowns during the 7 weeks. At the end of the seven weeks bring this completed tracking sheet to 2001 JKB to receive credit. If you've met the criteria, you can accrue \$10 on your campus gift card and \$25 on your cash-back incentive (for DMBA and Altius qualifying participants).

**NAME** \_\_\_\_\_  
**NET ID** \_\_\_\_\_

WEEK 1			WEEK 2			WEEK 3			WEEK 4		
AEROBIC	STRENGTH	STRETCHING	AEROBIC	STRENGTH	STRETCHING	AEROBIC	STRENGTH	STRETCHING	AEROBIC	STRENGTH	STRETCHING
M Min. Min. <input type="checkbox"/>	T Min. Min. <input type="checkbox"/>	W Min. Min. <input type="checkbox"/>	TH Min. Min. <input type="checkbox"/>	F Min. Min. <input type="checkbox"/>	S Min. Min. <input type="checkbox"/>	M Min. Min. <input type="checkbox"/>	T Min. Min. <input type="checkbox"/>	W Min. Min. <input type="checkbox"/>	TH Min. Min. <input type="checkbox"/>	F Min. Min. <input type="checkbox"/>	S Min. Min. <input type="checkbox"/>
WEEK TOTAL: CHALLENGE TOTAL:			WEEK TOTAL: CHALLENGE TOTAL:			WEEK TOTAL: CHALLENGE TOTAL:			WEEK TOTAL: CHALLENGE TOTAL:		
WEEK 5			WEEK 6			WEEK 7			CHALLENGE SCORE		
AEROBIC	STRENGTH	STRETCHING	AEROBIC	STRENGTH	STRETCHING	AEROBIC	STRENGTH	STRETCHING	TOTAL CHALLENGE YARDS /300	TOTAL CHALLENGE TOUCHDOWNS /3	
M Min. Min. <input type="checkbox"/>	T Min. Min. <input type="checkbox"/>	W Min. Min. <input type="checkbox"/>	TH Min. Min. <input type="checkbox"/>	F Min. Min. <input type="checkbox"/>	S Min. Min. <input type="checkbox"/>	M Min. Min. <input type="checkbox"/>	T Min. Min. <input type="checkbox"/>	W Min. Min. <input type="checkbox"/>	WEEK TOTAL: CHALLENGE TOTAL:	WEEK TOTAL: CHALLENGE TOTAL:	
WEEK TOTAL: CHALLENGE TOTAL:			WEEK TOTAL: CHALLENGE TOTAL:			WEEK TOTAL: CHALLENGE TOTAL:			WEEK TOTAL: CHALLENGE TOTAL:		

## BYU|GRADUATE STUDIES

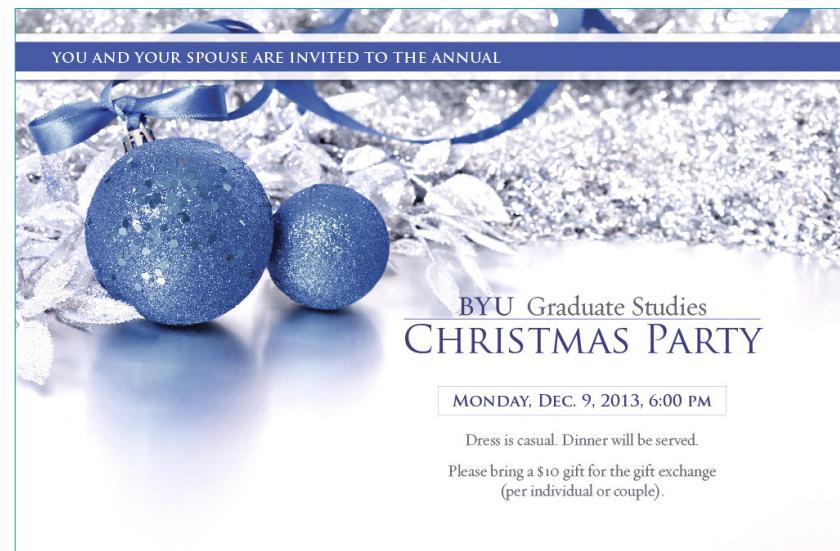


TODAY  
11am–1pm  
Varsity Theatre



All students as well as the general public are invited to attend.

Pizza and dessert will be served.



BRIGHAM YOUNG UNIVERSITY | 2015-2016  
**GRADUATE STUDIES**



#90+  
graduate  
programs

## WHY THE Y?

- #World-class Faculty
- #Cutting-edge Research
- #Exceptional Scholarship
- #Religious Atmosphere
- #Affordable Tuition
- #Mentored Learning

**Find us on Facebook**  
BYU Graduate Studies  
[facebook.com/byugraduatesstudies](http://facebook.com/byugraduatesstudies)

#thisistherightplace

[graduateservices.byu.edu](http://graduateservices.byu.edu)

### Doctoral Programs

Biochemistry (PhD)  
Biology (PhD)  
Chemical Engineering (PhD)  
Chemistry (PhD)  
Civil Engineering (PhD)  
Computer Science (PhD)  
Counseling Psychology (PhD)  
Educational Inquiry,  
Measurement, & Evaluation  
(PhD)  
Educational Leadership (EdD)  
Electrical & Computer  
Engineering (PhD)  
Exercise Sciences (PhD)  
Instructional Psychology &  
Technology (PhD)  
Law (JD)  
Marriage, Family, & Human  
Development (PhD)  
Marriage & Family Therapy  
(PhD)  
Mathematics (PhD)  
Mechanical Engineering (PhD)  
Microbiology & Molecular  
Biology (PhD)  
Neuroscience (PhD)  
Physics (PhD)  
Physics & Astronomy (PhD)  
Physiology & Developmental  
Biology (PhD)  
Psychology (PhD)  
Psychology — Clinical (PhD)  
Wildlife & Wildlands  
Conservation (PhD)

### Master's Programs

Accountancy — Professional  
(MAcc)  
Accountancy — Tax (MAcc)  
Anthropology (MA)  
Art Education (MA)  
Art History & Curatorial  
Studies (MA)  
Biochemistry (MS)  
Biological Science Education  
(MS)  
Biology (MS)  
Business Administration  
(MBA)  
Business Administration —  
Executive (MBA)  
Chemical Engineering (MS)  
Chemistry (MS)  
Civil Engineering (MS)  
Communication Disorders  
(MS)  
Communications — Mass  
(MA)

Comparative Law (LLM)  
Comparative Studies (MA)  
Computer Science (MS)  
Creative Writing (MPA)  
Educational Leadership (MEd)  
Electrical & Computer  
Engineering (MS)  
English (MA)  
Environmental Science (MS)  
Exercise Sciences (MS)  
Food Science (MS)  
French Studies (MA)  
Genetics & Biotechnology  
(MS)  
Geology (MS)  
Information Systems  
Management (MISM)  
Instructional Psychology &  
Technology (MS)  
Linguistics (MA)  
Marriage, Family, & Human  
Development (MS)  
Marriage & Family Therapy  
(MS)  
Mathematics (MS)  
Mathematics Education (MA)  
Mechanical Engineering (MS)  
Microbiology & Molecular  
Biology (MS)  
Music (MA)  
Music (MM)  
Neuroscience (MS)  
Nursing (MS)  
Nutritional Science (MS)  
Physics (MS)  
Physiology & Developmental  
Biology (MS)  
Portuguese (MA)  
Public Administration (MPA)  
Public Administration —  
Executive (MPA)  
Public Health (MPH)  
School Psychology (EdS)  
Second Language Teaching  
(MA)  
Social Work (MSW)  
Sociology (MS)  
Spanish (MA)  
Special Education (MS)  
Statistics (MS)  
Studio Art (MFA)  
Teacher Education (MA)  
Teaching English to Speakers  
of Other Languages (MA)  
Technology (MS)  
Theatre & Media Arts (MA)  
Wildlife & Wildlands  
Conservation (MS)  
Youth & Family Recreation  
(MS)

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Program of Interest: \_\_\_\_\_

Anticipated Year of Entry: \_\_\_\_\_

# BRIGHAM YOUNG UNIVERSITY **GRADUATE STUDIES**

THIS IS THE RIGHT PLACE

# **YOU MADE IT!**

NOW MAKE IT GREAT!



1

Take your  
selfie!

2

Post it in the comments  
 BYU Graduate Studies

or

Post it and comment  
**#byugradstudies**  
 byugradstudies

3

Win a  
prize!

## 7. CURRICULUM SAMPLER

# CURRICULUM SAMPLER

## DRAMATIZING TEXT

### Overarching Goals

Students will show their understanding of design as they use text as an element of design.

### SUBGOALS

1. Students will experiment designing with restricting by only designing with text.
2. Students will design a poster of a typeface to be appealing to the eye.
3. Students will create multiple templates for poster to then choose the best designs.
4. Students will critique their classmate's templates and designs to help them improve their designs.

### STATE STANDARDS - COMMERCIAL ART AND ELECTRONIC MEDIA

#### 1. Standard 1 (Making)

Objective 2b: Create expressive works of art using principles to organize the art elements, including composition, emphasis, and eye movement.

#### 2. Standard 4 (Contextualizing)

Objective 1: Align works of CAEM according to history, geography, and personal experience.

### NATIONAL STANDARDS

#### 1. Creating

Anchor Standard 1: Generate and conceptualize artistic ideas and work.  
Anchor Standard 2: Organize and develop artistic ideas and work.  
Anchor Standard 3: Refine and complete artistic work.

#### 2. Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

### Process

#### DAY 1

I will give the students a pre-test to see how much knowledge do they have about typography. (5 min)

We will discuss why typography matters in our lives and in our designs.

**Activity (30 min) :** Students will make a word come to life by choosing a typeface that better represents the word and they will also modifying the shape of the characters to

# Desgaste

express the word. (1) Students will be given a word. Words: Jump, technology, stand out, loose, play, hear, play, sonar, summer, crowded, toy, target, smash, sleep, shout, pizza, earthquake. (1 min). (2) Choose a typeface (2 min). (3) On paper draw the word using the chosen typeface that best represents the word (5 min). (4) Draw a variation, modifying the shape/look of letters. (12 min). (5) All students will the same word will in the same group. Each word group will determine which is the best design that portrays the word and that student will represent the group. (6) Each representative of all groups will present their design and explain why they choose to depict the word in the way they did. (10 min)

I will talk about the difference between typeface and font and how typefaces express different feelings. Also we will talk about San Serif and Serif type classifications and their characteristics.

Introduce the project and show examples of text design. Students will choose their typeface and will research on the typeface. Students will tell the teacher the typeface they chose.

**Homework :** Students will do a research on their typeface. Students will start creating templates for their poster at least 2 templates.

## DAY 2

**Question of the day :** What is an ascender and a descender?

We'll talk about grids and designing templates. Use one of the examples to demo how its grid/template would have looked like.

It is work day! Students will work on their research and will finish their 7 templates. At the end of the day students will turn in their 7 templates and choose one for their final. If there is more time, students will work on their final poster in illustrator.

**Turn in :** Research on the font they will do their poster on. 7 different templates/grids for their poster.

## DAY 3

**Question of the day :** What is the difference between tracking and leading?

It is work day! Students will work on turning in their 7 sketches and their final poster in illustrator. Students will save their final poster on the flash drive in preparation to the class critique.

## DAY 4

**Question of the day :** What are the type classifications and their descriptions?

We'll talk about aesthetics. What art is? What is not art? What are the aesthetics of art for the class? Write down what they think their aesthetics for critiquing should be. I will give them 15 min to finish up or work on their posters, and they will put their poster on their flash drive once they are finished.

After the 15 min we will critique the posters that are done based on their aesthetics. (Ex. Principles of Design)

The students will present their posters and as a class we will critique each poster so they can improve on it. There are 8 rows in the classroom. Two rows at a time will critique a poster. They will say 2 good things and 2 things the poster needs to improve on.

Students will refine their posters and turn it in along with their final reflection paper. The Reflection paper has some questions about the project, lesson, and their own design.

**Homework :** Students will refine their posters and turn in their final poster with their reflection.

## DAY 5

Critique day! The students will present their posters and as a class we will critique each poster so they can improve on it. There are 8 rows in the classroom. Two rows at a time will

critique a poster. They will say 2 good things and 2 things the poster needs to improve on.

Students will refine their posters and turn it in along with their final reflection paper. The Reflection paper has some questions about the project, lesson, and their own design.

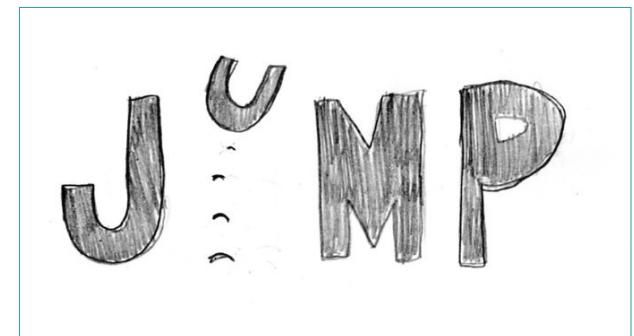
**Homework :** Students will refine their posters and turn in their final poster with their reflection.

## DAY 6

I will give the students 3-5 min to study for the post-test about typography. Then they will take the test (8-10 min).

The rest of the class period they will work on refining their posters and filling up their reflection sheet.

**Turn In :** Students will put their final poster on the flash-drive and turn in their reflection sheet.



## Project

Students will select a typeface and research 4-5 characteristics/facts of the typeface family it belongs.

Students will create 7 different templates on a piece of paper.

Students will design the poster for the chosen typeface in illustrator.



## INFORMATION ON THE POSTER

1. Name of the typeface.
2. Classification.
3. Year designed.
4. Description of the typeface (4-5 characteristics of the chosen typeface).
5. Example of the font using the chosen typeface.

## Materials

Paper, computer with Illustrator.

## Vocabulary

**Font** : Collection of characters.

**Typeface** : The overall look of the characters contained within the font.

**Difference between Font and Typeface** :

When you talk about how much you like a tune, you don't say: "that's a great MP3", You say: "that's a great song". The MP3 is the delivery mechanism, not the creative work; just as in type a font is the delivery mechanism and a typeface is the creative work. Font is what you use, typeface is what you see.

**Typeface family** : A group of typefaces that were designed to be used together. Example Goudy Old Style has Roman, Italic, Bold, Bold Italic versions. Each of the styles and weight combinations is call face or typeface, and together they are a typeface family

**San Serif** : Without serif.

**Serif** : A small line attached to the end of a stroke in a letter or symbol.

## Assessment

### INITIAL ASSESSMENT

We will discuss fonts and font designs and have a pre-test of some typography terms. (formal)

## FORMATIVE ASSESSMENT

I will have students do a little exercise that will make them bring a word to life. This will help them break from images and use text as images. Also it will help me see how comfortable are they using text and depicting meaning through text. (formal)

## SUMMATIVE ASSESSMENT

Students will create a poster and turn it in. They will have the limitation to use mostly text and basic shapes. This will help me see if they are more comfortable designing with text. (formal)

## Hand-outs/Assesment

### Typeface Poster Info

Name:  
Period:

Typeface: \_\_\_\_\_ Classification: \_\_\_\_\_

4-5 Facts:

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### Typeface Poster Info

Name:  
Period:

Typeface: \_\_\_\_\_ Classification: \_\_\_\_\_

4-5 Facts:

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### Typeface Poster Info

Name:  
Period:

Typeface: \_\_\_\_\_ Classification: \_\_\_\_\_

4-5 Facts:

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### Typeface Poster Info

Name:  
Period:

Typeface: \_\_\_\_\_ Classification: \_\_\_\_\_

4-5 Facts:

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### Typography Pre-assessment

Name: \_\_\_\_\_

Section: \_\_\_\_\_

1. What does Sans means?

- A 'Hat'
- B 'Accent'
- C 'Without'

2. Leading is the space between

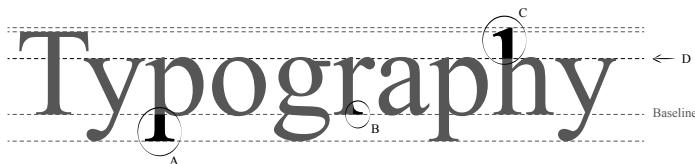
- A Lines
- B Characters
- C Paragraphs

3. Draw/write a script type

4. Write 1 font family that has the characteristics of a San Serif font

5. Write 1 font family that has the characteristics of a Serif font

6. Write three clasifications of typography



7. Write the typeface parts that are shown on the image above

- A
- B
- C
- D

### Typography Post-assessment

Name: \_\_\_\_\_

Period: \_\_\_\_\_

1. What does Sans means?

- A 'Hat'
- B 'Accent'
- C 'Without'

2. Leading is the space between

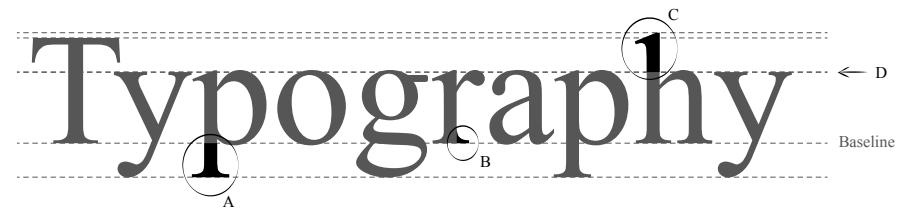
- A Lines
- B Characters
- C Paragraphs

3. Draw/write a script type

4. Write 1 font family that has the characteristics of a San Serif font

5. Write 1 font family that has the characteristics of a Serif font

6. Write three clasifications of typography



7. Write the typeface parts that are shown on the image above

- A
- B
- C
- D