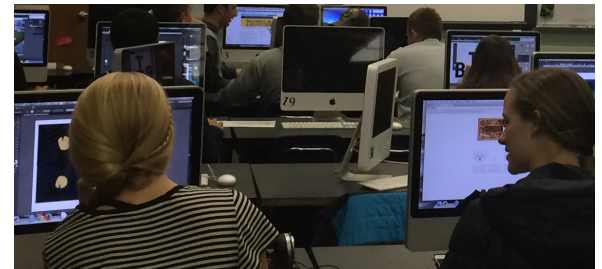by Ana Flora Gonzales
Provo High School, Provo, UT

Teacher Work Sample

Brigham Young University, Apr 2015

Top: BYU Art Education Students

Middle: Collage of painted paper by me

Bottom: Provo High Students

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CONTEXTUAL FACTORS

1.A
Community, School & Classroom Factors

COMMUNITY

The city of Provo has a population of approximately 115,919. The city measures 41.67 square miles. The majority of Provo citizens ages 25+ have received a high school diploma.

Forbes Magazine listed Provo, Utah as number two on a list of Best Places for Business and Careers.

84.8% of Provo residents are Caucasian, 15.2% are Hispanic, 2.5% are Asian, 1.1% are Pacific Islander, 0.8% are American Indian, and 0.7% are Black or African American, while 3.4% of the population claimed two or more races.

The median income for a household in the city was $34,313, and the median income for a family was $36,393. Males had a median income of $32,010 versus $20,928 for females. The per capita income for the city was $13,207. About 12.5% of families and 26.8% of the population were below the poverty line, including 14.4% of those under age 18 and 4.3% of those age 65 or over.

SCHOOL

Provo High School is home to roughly 1,940 students. For every 24 students there is one teacher, making the student-to-teacher ratio higher than both the Utah and the national average. The school boundaries are shown on the map.

Provo High has classrooms for different art classes including Photography, Ceramics, Graphic Art, Screen Printing, etc. Each classroom has all equipment necessary for the students. In the Begin Graphics classes they allow students to enroll as long as they have enough computers for each student.

CLASSROOM

Classes started with a quote and a couple of questions which helped them with the test they will need to take at the end of the semester. I introduced what they would be doing that day and then it was up to the students to go and work on their projects. When there was a lecture before work time, all computers were turned to the side so the students could see the board better and also avoid any distractions. All students had a journal which they needed to bring everyday. The journal was for sketches which they turned in at the end of the term.

1.B
Student Characteristics

DEVELOPMENT

Adolescence is the time when peer groups become organized around cliques or small social groups. Also, issues of ethnic and cultural identity assume a greater importance. Adolescent students are trying to find out "who they are."

INTERESTS

Most students are interested in social interaction with their peers. They like watching videos online (youtube).

CULTURE

Out of the 32 students in the Beginning Graphics class 22 were Caucasian, seven were Hispanic, one was African American and two were Pacific Islander.

ABILITIES

Since I taught a Beginning Graphic Design class, most of my students hadn't used Illustrator, Photoshop, or InDesign before. Some students had used Photoshop because they had it at home. Most students had learned the elements and principles of design before they started high school.

DISABILITIES

In my Beginning Graphic Design class I had 2 students who needed adaptations. Kolby has ADHD and it was hard for him to stay on task. Also I have Brayden with Asperger's Syndrome who can experience anxiety.

1.C
Instructional Implications

INDIVIDUALS

For both students, it was best if they were given multiple short-term assignments with earlier due dates. A clear overview of classroom activities written down on the board could help them know and remind them what they should be doing.

If Brayden needed to be corrected about his behavior, it should be brief and not in front of peers.

SCHOOL

The school had students who come from different backgrounds. Some students didn't have the access to a computer with the required programs for this class at home. With this in mind most of the exercise/projects on the computers was given with enough time for students to complete in class.

CLASSROOM

In the Beginning Graphic Design class I taught them the basic tools of Illustrator, Photoshop, and InDesign. The short activities they did in class were to help them explore the tools and get familiar with them.

During project critiques I asked students to use their knowledge of the principles of design to critique their peers' artwork.

2. LEARNING GOALS

A - Unit Goals

B - Alignment

C - Levels of Learning

D - Appropriateness

Learning Goals

2.A
Unit Goals

I wanted students to understand and appreciate that good design doesn't happen on the first try, rather there are processes to develop good designs. The process of creating can vary from design to design or project to project. By exploring new processes, students could open their minds to new ideas and processes. By the end of the unit, students generated their own design process and applied it to design and created new designs.

SUBGOALS
1. Students applied process of designing to create a meaningful logo.

2. Through an interactive project, students learned to work with a client.

3. Students learned how to target their design to a specific audience through the process of collecting and analyzing data from surveys.

4. Students showed their understanding of design as they use text as an element of design.

STATE STANDARDS - Commercial Art and Electronic Media

Students used their knowledge of elements and principles of design to create the different projects throughout the unit using Illustrator and Photoshop (Standard 1: Making).

Students interpreted, analyzed, evaluated and critiqued the work of artists and classmates as we had our critiques as a class (Standard 2: Perceiving).

Students created posters, logos, images, etc using a process that helped create meaning to each piece (Standard 3: Expressing). Students analyzed the meaning they wanted to depict before creating their design.

Students interpreted other works of CAEM as we discussed other pieces of art in history and how we could also find meaning in graphic design pieces in our times.

NATIONAL STANDARDS

Throughout the unit the students generated ideas and organized them to complete their artistic work (Creating anchor standards). Students analyzed artistic work and interpreted meaning as they presented during the critiques (Performing/Presenting/Producing anchor standards). Students collected and researched data to help

them depict the desired meaning. Students analyzed some data in order to create logos/design that had a meaning (Responding). Students created a final project that involved the school and the community they live in. They used their learned skills to promote a school event (Connecting).

2.B
Alignment

Since the class was Graphic Design Basics Class, each subgoal was aligned with Utah State Standards of CAEM (Commercial Art and Electronic Media).

	Local Goal	State Standard				National Standard			
		Making Standard 1	Perceiving Standard 2	Expressing Standard 3	Contextualizing Standard 4	Creating	Performing/ Presenting/ Producing	Responding	Connecting
Lesson 1 Iconizing meaning	Students applied process of designing to create a meaningful logo.	Obj. 2a			Obj. 1	Anchor 1 & 2			Anchor 10
Lesson 2 Lets talk business	Through an interactive project, students learned to work with a client.			Obj. 1	Obj. 3	Anchor 1 & 2			Anchor 10
Lesson 3 New perspective	Students learned how to target their design to a specific audience through the process of collecting and selecting data through surveys.	Obj. 1 & 2	Obj. 1 & 2		Obj. 1		Anchor 4, 5 & 6	Anchor 7, 8 & 9	Anchor 10 & 11
Lesson 4 Dramatizing text	Students showed their understanding of design as they used text as an element of design	Obj. 2b			Obj. 1	Anchor 1, 2 & 3			Anchor 10

2.C
Levels of Learning

I wanted students to understand and appreciate that good design doesn't happen on the first try, rather there are processes to develop good designs. The process of creating can vary from design to design or project to project. By exploring new processes, students could open their minds to new ideas and processes. By the end of the unit, students generated their own design process and applied it to design and created new designs.

SUBGOALS

1. Students applied process of designing to create a meaningful logo.

2. Through an interactive project, students learned to work with a client.

3. Students learned how to target their design to a specific audience through the process of collecting and analyzing data from surveys.

4. Students showed their understanding of design as they use text as an element of design.

2.D
Appropriateness

These goals were appropriate for the expected development of these students because they took students through the process of design from the basics, and these were beginning design students. Social interaction was very important for my students. They engaged with their peers in during class activities, projects and critiques.

My projects also allowed student to insert content that was culturally appropriate or interesting to them. This was important for their development since adolescents are trying to find their own identity. They also had many opportunities to use popular visual culture during class discussions and while working on their projects.

3. ASSESSMENT PLAN

A - Pre-, Formative, and Post-Assessments

B - Alignment with Level of Learning

C - Performance Criterion

D - Adaptations Based on Student Need

ASSESSMENT PLAN

3.A
Pre-, Formative, and
Post-Assessments

	Pre-Assessment	Formative Assessment	Post-Assessment
Lesson 1 Iconizing meaning Students applied process of designing to create a meaningful logo.	Students had 5 min to create an icon for the word they were given. After the 5 min each student presented their icon to the class and defended their idea by explaining their choices of image, color, size,etc. (Informal)	As students were creating their multiple designs I went around discussing with them their choices and research. This helped me know how much they understood the process of creating a logo. (Informal)	Students turned in 20 different logo designs and three alterations of their best design. Students presented to the class their final logo, and explained their process to represent meaning in their logo. (Formal)
Lesson 2 Lets talk business Through an interactive project, students learned to work with a client.	I showed different logos to the students and they guessed what the client was and what their audience was. This helped me know how well they could analyze the logos and interpret, which in turn showed if students could put imagery and meaning together. (Formal)	Students interviewed their client and made a list of notes to help them design their logo. Students turned in their notes which helped me see that they had an idea of what their client wanted and that the students could start basing their design on what their client wanted. (Informal)	Students turned in a digital copy of their logos and business card. They also turned in their design explanation sheet. (Formal)
Lesson 3 New perspective Students learned how to target their design to a specific audience through the process of collecting and analyzing data from surveys.	We discussed as a class some questions to have on a survey. (Informal)	Students presented their designs and explained how the collected data helped them in their choices of the design. (Informal)	Students turned in a printed copy of their final design and the feedback sheet. Students also filled out a design reflection sheet. (Formal)
Lesson 4 Dramatizing text Students showed their understanding of design as they use text as an element of design.	We discussed fonts and font designs. I gave them a pre-test of some typography terms. (Formal)	I had students do a little exercise that made them bring a word to life. This helped them break away from images and used text as images instead. Also, it helped me see how comfortable they were using text and depicting meaning through text. (Informal)	Students created a poster and turned it in. They had the limitation to use mostly text and basic shapes. This limitation helped me to see if they were more comfortable designing with text. (Formal)

3.B
Alignment with Level of Learning

LEARNING GOAL 1: LESSON 1

Students made several iterations which helped them dicover different ways they could create meaning through icons, text, color and other principles of design. As they presented their logos, they explained to the class what meaning they were trying to convey through their design. This aligns with the goal of creating a meaningful logo.

LEARNING GOAL 2: LESSON 2

In the design explanation sheet the student wrote an example about how the client and its audience impacted their design choice. This showed me that the student took the client's ideas in consideration and that the design was a team work effort. This aligns with the goal of helping the student learn how to work with a client to create a logo.

LEARNING GOAL 3: LESSON 3

Student reflected on how the survey helped them in their design process. One example they wrote on the design reflection sheet was things they would change in the design if they were the only audience for the product. This helped me and them see that their

audience matters. This aligns with the goal of learning how to target their design using data they collected.

LEARNING GOAL 4: LESSON 4

Students had the limitation of using mostly text which forced them to find new solutions to make a typography-based poster. This aligns with the goal of using text as an element of design.

3.C
Performance Criterion

LEARNING GOAL 1: LESSON 1

Pre-Assessment: Students had 5 min to create an icon for the word they were given. After the 5 min each student presented their icon to the class and defended their idea by explaining their choices of image, color, size,etc. (Informal)

Advance Competence

+ Student was able to explain their design process and research they used to help them conclude their design choices.
+ The icon was readable and clear.

Basic Competence

+ Student was able to explain the

meaning behind the icon.
+ The icon was readable with some explanation.

Deficient

+ Student made their design choices based on how cool they thought it looked.
+ Student couldn't explain their choices of design and color.
+ The icon was not readable.

Formative Assessment: As students were creating their multiple designs I went around discussing with them their choices and research. This helped me know how much they understood the process of creating a logo. (Informal)

Advance Competence

+ Student was able to explain their design process and research they used to help them conclude on their design choices.

Basic Competence

+ Student was able to explain the meaning behind the icon.

Deficient

+ Student couldn't explain their choices of design and color.

Post-Assessment: Students turned in 20 different logo designs and three alterations of their best design. Students presented to the class their final logo, and explained their process to represent meaning in their logo. (Formal)

Advance Competence

+ Students turned 20 different sketch designs.

+ Students turned in their 2-3 alterations of their best design.

+ Student was able to explain their design process and research they used to help them conclude their design choices.

+ The icon was readable and clear and finished.

Basic Competence

+ Student turned 4-10 different sketch designs.

+ Student turned in their 0-1 alteration of their best design.

+ Student was able to explain the meaning behind the icon.

+ The icon was semi-readable and mostly finished.

Deficient

+ Student turned 0-3 different sketch designs.

+ Student turned in their 0-1 alteration of their best design.

+ Student couldn't explain their choices of design and color.

LEARNING GOAL 2: LESSON 2

Pre-Assessment: I showed different logos to the students and they guessed what the client was and what their audience was. This helped me know how well they could analyze the logos and interpret, which in turn showed if students could put imagery and meaning together. (Formal)

Advance Competence

+ Student was able to explain who the client was based on the icon design.

+ Student was able to interpret the logo and explain why their design was appealing to the audience.

Basic Competence

+ Student was able to explain who the client was based on the icon design.

Deficient

+ Student just guessed the client and audience without explaining their conclusion.

Formative Assessment: Students interviewed their client and made a list of notes to help them design their logo. Students turned in their notes which helped me see that they had an idea of what their client wanted and that the students could start basing their design on what their client wanted. (Informal)

Advance Competence

+ Student interviewed their client.

+ Student had 6 or more different points on their notes from the interview.

+ Some of the notes were about the company and the views of the company.

Basic Competence

+ Student interviewed their client.

+ Student had 3-5 different points on their notes from the interview.

+ Most notes were about the design of the logo.

Deficient

+ Student didn't turn in their notes and/or didn't interview their client.

Post-Assessment: Students turned in a digital copy of their logos and business card. They also turned in their design explanation sheet. (Formal)

Advance Competence

+ Student turned in their final logo and business card.

+ Logo had been modified since the critique.

+ Student turned in the design explanation and the student gave concrete examples.

Basic Competence

+ Student turned in their final logo and business card.

+ Logo was not modified since the critique.

+ Student turned in the design explanation but the answers were vague.

Deficient

+ Turned in nothing or just the logo.

LEARNING GOAL 3: LESSON 3
Pre-Assessment: We discussed as a class some questions to have on a survey. (Informal)

Advance Competence

+ Students' questions related to why the consumers choose the product and not to the design of the product alone.

Basic Competence

+ Students' questions related to the design of the product alone.

Deficient

+ Students couldn't formulate questions, or their questions were not related to the audience or product.

Formative Assessment: Students presented their designs and explained how the collected data helped them in their choices of the design. (Informal)

Advance Competence

+ Student could compare the old and new design.

+ Student could explain the reason of their design choices and why those choices were better based on their collected data.

+ Product design was targeted to the audience based on their collected data.

Basic Competence

+ Student used their collected data to change their logo.

+ There was a change in the product design that looks more appealing for the audience.

Deficient

+ Student couldn't explain the reason of their design choices based on their collected data.

+ The product designed had minimal changes that were not noticeable.

Post-Assessment: Students turned in a printed copy of their final design and the feedback sheet. Students filled out a design reflection sheet too. (Formal)

Advance Competence

+ Student modified their design based on the feedback they got from their presentation.

+ Students turned in a list of feedback from their peers.

+ The printed version was clean and had a good resolution.

Basic Competence

+ Students turned in a list of feedback from their peers.

+ They turned in a printed version, but it was not clean or had a bad resolution.

Deficient

+ Student didn't turn in a printed copy or feedback.

LEARNING GOAL 4: LESSON 4

Pre-Assessment: We discussed fonts and font designs. I gave them a pre-test of some typography terms. (Formal)

Advance Competence

+ Student scored 10-12.

+ Questions 4-7 were all/mostly correct.

Basic Competence

+ Students scored 6-9.

Deficient

+ Students scored 0-5.

Formative Assessment: I had students do a little exercise that made them bring a word to life. This helped them break from images and used text as images. Also, it helped me see how comfortable they were using text and depicting meaning through text. (Informal)

Advance Competence

+ The typeface chosen described the word.

+ The alterations to the characters described the word.

Basic Competence

+ Either the typeface or the alterations to the characters described the word.

Deficient

+ Neither the typeface nor alterations to the characters described the word.

Post-Assessment: Students created a poster and turned it in. They had the limitation to use mostly text and basic shapes. This limitation helped me to see if they were more comfortable designing with text. (Formal)

Advance Competence

+ The poster didn't have any pictures or images. (Basic flat shapes were fine)

+ Text was readable and some text was used as an image.

+ No more than 2-3 variations to the typeface style.

Basic Competence

+ The poster didn't have any pictures or images. (Basic flat shapes were fine)

+ Text was readable.

+ Poster had no more than 2-3 variations to the typeface style.

Deficient

+ The poster contained pictures or images.

+ Poster was too busy and hard to read.

3.D
Adaptations Based on Student Need

Some students needed to know ahead of time if there would be a test. I let the class know about the test in advance and gave the class 5 minutes at the beginning of class in order to prepare for the test. Brayden has Asperger's Syndrome, which is why I gave the class enough warnings for the test. I made the tests so that they can answer them in 5-10 minutes. This helped Kolby, who has ADHD,z and also other students who have problems concentrating for longer periods of time.

4. DESIGN FOR INSTRUCTION

A - Contextual Information

B - Instructional Strategies

C - Technology

D - Integration

E - Adaptations

F - Overall Unit Plan

Design For Instruction

4.A
Contextual Information

Since it was a beginning class I didn't emphasize much on the perfect use of the program. I cared more about effort. I wanted them to experiment with illustrator and get familiar with the tools and not to master each tool. Since adolescents need interaction with their peers, I had a lot of opportunities for them to interact with each other. For example, in some activities and one-on-one critiques they got to interact with each other. Also they talked while they work on their project as long as they stayed in task.

4.B
Instructional Strategies

I used different instructional strategies. Following are some of the strategies I used.

DISCUSSIONS
We had class discussions, where I asked questions to the whole group. Questions that are a matter of opinion, I directed them to a specific student who didn't participate much on open discussions.

ACTIVITIES
I used short activities to introduce some new concepts. The activities varied. Some activities were be more individual based, others were done in groups, and others were done as a class.

CRITIQUES
We had critiques as a hole, but also where it was more a one-on-one discussion with their peers.

DEMOS
I had demos where I explained the process. Other demos I asked students to help me do the demo, by asking them what would they do if they find themselves in the same position.

REVIEWS
We had reviews for tests as a class (Jeopardy) and other times I just let them review it by themselves and with their peers.

STUDENT QUESTIONS
Students had a lot of questions while learning to use illustrator. In this case, I explained the most basic and useful tools to the whole class with demos. But as they work with the program I had their peers help each other with questions or would give them a tutorial to watch online about their question.

4.C
Technology

Every student in the beginning graphic design class had access to a computer. As part of some demos, I had students do the demo with me. I put on each computer the demo file before class so the students could to the demo along with me.
Also, students researched on artist, tutorials, inspirational designs to better design their projects. As students watched tutorials on illustrator tools, they were more able to help their peers when they had the same problems or questions.

4.D
Integration

In lesson 4 of this unit, the students learned how to view text as an element of design. I could integrate Literacy with this lesson. I would talk to the Literacy teacher to have the students do a book report as a typography poster. Instead of having students just type their report, students would illustrate their reports with words as well as with graphics and design. Students would need to read

the book for their literacy class and the book report on the book would count for both classes.

4.E
Adaptations

I had different students who had special needs. Both students were in my Graphics Design class, who had an IEP, and needed to have a visual reminder of what the assignments are. I wrote down on the board what they should be working on so they could always refer to that if they had questions on what they should do. Also, I arranged the seating chart so that I could have the special needs student near another student who was very talented so that he could help the student with special needs.

4.F
Overall Unit Plan

LOGICALLY SEQUENCED
Graphic Design uses a lot of meaning in their art. Lesson One helped students to create meaning through symbols, graphics, and specially in logos. Once they knew how to create meaning it was easier for them to discuss their design choices because their choices during their process were more

thought out.

Graphic Designers are constantly working with others. Lesson Two introduced clients. Students met with their client and learned what the client wanted in a logo. Lesson one helped them to know how to put the ideas/meaning into a graphic/logo, so when they were given a meaning the client wanted, they knew the process they needed to go through. Also, it was easier for the students to explain their process to their client.

Graphic Designers are aware of their client's audience. Lesson Three helped students to realize that sometimes their client and audience are not the same. Students were able to use all what they learned in lesson one and two, to target the design of a product to an specific audience.

Text is use most of the time by Graphic Designers. Lesson Four helped students experiment with text as an image or graphic. They were able to use their undestanding of how to create meaning through design and create a meaningful poster by using mostly text.

STUDENT INTEREST/ENGAGEMENT
This unit was about helping the students appreciate **good design** in the commercial art world by helping them understand and experience different design processes.

OVERALL UNIT
See appendix B.

5. INSTRUCTIONAL DECISION MAKING

A - Modifications Based on Analysis of
Pre-assessment

B - Modifications Based on Formative Assessment

INSTRUCTIONAL DECISION MAKING

5.A
Modifications Based on Analysis of Pre-assessment

At the beginning of Lesson Four, I gave a pre-test to the students. Most of the answers were blank or wrong. I wanted to see how much the students knew about typography and also how prepared they were to take the state test. They didn't know the right terms for the anatomy of typography. They also didn't know that there are different type classifications. I wanted them to not only know how to design but also to know how to express their design using the right terms. So during the period the Lesson Four lasted, I introduced two or three terms that were in the pre-test. When they presented their posters they were able to distinguish the type classification of the typefaces they used. At the end of the lesson the students took a post-test which was the same test as the pre-test. This time most students where able to answer every single question correct. There were some confusion on the questions but when I clarified the questions they knew exactly what the answer was.

5.B
Modifications Based on Formative Assessment

Students in Lesson Four were given a word which they had to express the meaning of the words with text. As students presented their design I realized that all but one student could explain their design process. They were just creating to create and not thinking about how they got there, which is their process. So for their project, which was a poster, I asked them to research on the typeface they chose. By doing this they became more aware of the content of the poster and tried to find a specific thing they wanted to depict with their design. This also prevented a lot of students to design without meaning. When they presented their posters, they were able to express more than "it looked cool" as their explanation for their design choice. Students had something in mind they wanted to express through their design.

6. REPORT OF STUDENT LEARNING

A - Whole Class

B - Student Needing Supplemental Instruction

C - Student Individual Accommodation

REPORT OF STUDENT LEARNING

6.A
Whole Class

DATA SUMMARY

Students did four assignments in the first quarter of the semester. After implementing the handouts, we were on our third assignment of the second quarter and we were only four weeks into the quarter.

I gave a pre- and post- assessment (see Appendix A) on typography to know how much they knew before the lesson and how much they learned after the typography lesson. The results are shown in the graphic below.

Number of Students (29) / Test Score out of 12

- Pre-Assessment
- Post-Assessment
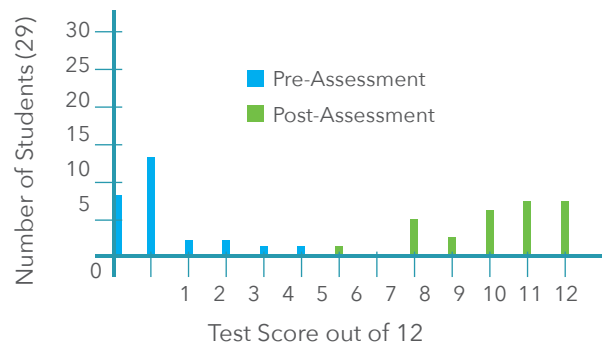
IMPACT ON STUDENT LEANING

Based on a similar assessment of student progress, I talked to the teacher at the beginning of my student teaching and he warned me that they are a slow group.

I started doing handouts that helped them with their projects. They wrote ideas, sketches, information, research, and other things related to the corresponded projects on this handouts. In Lesson Two I had them interview their client and write down some notes on the interview and turn that in at the end of class. I gave them a handout where they wrote down their research, notes, etc so they could see progress on their own project. They did better at turning in the project on time when I had handouts which helped them break down the project.

6.B
Student Needing Supplemental Instruction

DATA SUMMARY

Andrew, a student, didn't turn in handouts that were done in class at first, with a reminder he now gave me the handouts at the end of the class.

IMPACT ON STUDENT LEANING

Andrew is one of the students who needed help. I had handouts in the lessons which helped me know how the students were doing with the progress of their project. Andrew was falling behind on the assignments and I saw that he hadn't completed the handouts. So everytime I would pass by him I would give him a friendly reminder about the handouts and he started completing them. He started making progress on his projects.

6.C
Student Individual Accomodation

DATA SUMMARY

On the typography pre-test we had on typography he scored 0 out of 12 points but after the projects and better explanation of the questions on the test, he scored 11 out of 12 points on the post-test.

IMPACT ON STUDENT LEANING

I found out that Brayden had Asperger's Syndrome later on. Knowing this helped me better understand how to help him. After I had explained to the class what they needed to do, I talked to him and asked him if he had any questions. I was able to clarify his questions and he did the work. Also I needed to be ok if he was not looking directly at me when I talked or explained. I learned that even if he was not looking, he was listening. Another way that he stays motivated was having his friend Sam help him. Sam turned his assignments on time and finished early so he helped Brayden with his questions.

7. SELF - EVALUATION & REFLECTION

A - Interpretation of Student Learning

B - Insights on Effective Instruction and
Assessment

C - Implications for Personal Professional
Improvement

Self-Evaluation & Reflection

7.A
Interpretation of Student Learning

I had a student who would not do much during class. I didn't realize how behind he was because I was distracted by the other students' questions. I wrote the agenda for the day on the board, but I needed to make sure to pay more attention to the students who didn't do much instead of the students who were on task most of the time.

7.B
Insights on Effective Instruction and Assessment

The most successful activity was when we talked about aesthetics. I asked them what they considered art to be. We created a list of criteria guidelines of our class' aesthetics concerning what art is and what it's not. Once we had a good list we picked 2-3 criterion from the list. During our critique we judged the designs based on those 2-3 things. Students were more engaged since they established what was a good design.

The least successful assessment was the Typography assessment. The students knew the terms and concepts I asked, but they didn't understand the questions. For most of the questions I had to rephrase them to the students so they would understand what I was asking. What I wanted to assess was not bad but the questions were not phrased clearly which made a lot of the students frustrated.

7.C
Implications for Personal Professional Improvement

HELPING STUDENTS STAY ON TASK

I would have different youtube tutorials listed in their computers so they could always watch them if they had questions. I would have an online help list where they could write their questions. I would have my TA take care of the online question list, so that I could help the students who needed the most help.

If student A had the same question that student B had before, I would tell student A to ask student B. This will also help to create more unity in the classroom since they are helping each other learn.

MORE PARTICIPATION IN DISCUSSIONS

It seemed hard to have a lot of students participating when I asked them a question. Sometimes only a couple of the students were constantly answering questions. When I had a question that is a matter of opinion, I could ask the question to a specific student. Most people had their own opinion, and there was no pressure to have a right or wrong answer. If I were to review concepts I would do it with matching games. I could have possible answers on the board where students could answer the questions by holding up a certain number of fingers which would match the list on the board.

APPENDIX A: Assessment

Design Explanation

Name:

Period:

Company's name: _____

Why did you choose the icon/typeface?

_____

_____

Why did you choose the colors?

_____

_____

Give an example of how the audience of the company affected your choices on the overall design

_____

_____

Design Explanation

Name:

Period:

Company's name: _____

Why did you choose the icon/typeface?

_____

_____

Why did you choose the colors?

_____

_____

Give an example of how the audience of the company affected your choices on the overall design

_____

_____

Design Reflection

Product's name: _____

Give an example of how the data you collected affected your choices on the product design

_____

_____

Write a question that would have helped you more with the design choices

_____

_____

If you were the only audience for the product, what things would you change in the design

_____

_____

Design Reflection

Product's name: _____

Name:

Period:

Give an example of how the data you collected affected your choices on the product design

_____

_____

Write a question that would have helped you more with the design choices

_____

_____

If you were the only audience for the product, what things would you change in the design

_____

_____

Illustrator Tool Bar
TEST

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

Curvature Tool

18. _____

19. _____

Knife Tool

20. _____

21. _____

Perspective Selection Tool

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

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

Typography

C

← D

Baseline

A

B

7. Write the typeface parts that are shown on the image above
   A
   B
   C
   D

Typography Poster Reflection

Name:

Period:

My Poster

2 things that works on my design

_____

_____

2 things to improve on my design

☐ _____

☐ _____

The Project

2 things I liked (why)

_____

_____

2 things I didn't like (why)

_____

_____

The Lesson

Did the lesson on typography helped me change my view on typography? How?

_____

_____

_____

Teaching

What was difficult to understand? And what would have helped me understand it better?

_____

_____

_____

APPENDIX B: Lesson Plans

Lesson 1
Iconizing Meaning

Overarching Goals

Students will apply process of designing to create a meaningful logo

SUBGOALS

1. Students will understand how to breakdown a process of designing a logo.

2. Students will learn how to effectively research a company to learn about their audience.

3. Students will compose multiple ideas for their logo.

4. Students will create a persuasive argument that justifies their final design decision.

STATE STANDARDS - COMMERCIAL ART AND ELECTRONIC MEDIA

1. Standard 1 (Making)

   Objective 2a: Create expressive works of CAEM using art elements, including color relationships, line, and shape.

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.

2. Connecting

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

Process

DAY 1

Activity (5 min) : We will have a little game where they will need to guess the company's name based on the logos I will show them. The logos will be on a different language if they have text in them.

After the activity, we will discuss how logos are so powerful. We can experience emotions, thoughts, opinions, etc through a simple image.

I will introduce the 3 main components of a logo which are wordmark, pictogram, and taglines. I will show examples of logos who have one or all of the components.

Questions : What would be your process to create a logo? Does the audience opinion matter when creating a logo? Should we based our logo just on the audience's opinion? Should we based the logo just on company's mission?

Activity (5 min) : Students will have 5 min to create an icon for the word they will be given. Student will have to thing how to best represent that word using color and design. They will design their icon on a piece of paper. Then students will put all their designs on the board and we will discuss their design choices.

After the activity, students will have the rest of the class to search online a company they would like to redesign their logo. Students will be given a research sheet where they will write down their research. If the students finish with the research, they can start sketching logos.

Homework : Research on a company and fill out the research sheet. Start sketching logos.

DAY 2

We will review the three components of logos (wordmark, pictogram, and taglines).

I will do a demo on what is a sketch of a logo. I want them to know that they don't have to have a lot of detail in their sketches, but just enough to see what the idea is. I will say out loud what is going through my mind as I am sketching. I want them to see what is my process when I design logos. I make a list of shapes, colors, objects and other things that could depict the company I want to represent through my logo. Then I start playing with the images in black and white, and finally I start playing with color.

Students will work on their sketches for the rest of the class and will have access to internet to look up images, other logos for inspiration, icons, etc.

Homework : Students will finish their 30 sketches and will pick three of their sketches and draw them in the Logo Design sheet.

DAY 3

Critique day! We will put all the designs on the all and board so that we can see all the designs. Each student will give a 1-2 min brief description of their company and their design choice.

I will put a piece of paper underneath each design and students will go around with a pen/pencil and pick 5 of the designs and write a comment on the piece of paper underneath those logos. The comment has to have one positive comment about the design and one way on how the design could improve.

Homework : Students will take their logos and their feedback and will make the necessary changes and improvements on their logos. Students will draw their final logo on a full piece of paper (it can be on the back of their previous logo design). They will turn this at the beginning of next class period.

Project

Students will research on a company to get familiar with their goals and audience. After researching, students will redesign the logo of the company. Students will make 20 different logo designs (sketches).

Students will be given a sheet of paper where they will have space to draw their 3 best

sketches and one spot for their final design. The final logos should be clear to see and clean. Craftsmanship on the last logo matters.

Materials

Paper, computer with access to internet.

Vocabulary

Client : a person or organization using the services of a professional person or company.
Audience : People or market segment at whom an advertising message or campaign is aimed.
Process of Design.
Wordmark : the name of the company
Pictogram : a symbol (a.k.a. icon or avatar)
Tagline : a brief description of the company or product. The tagline envelops the essence of your brand. Your brand positioning is what makes the company different from it's competitors.

Assessment

INITIAL ASSESSMENT

Students will have 5 min to create an icon for the word they will be given. After the 5 min each student will present their icon to the class and defend their idea by explaining their choices on image, color, size,etc. (Informal)

FORMATIVE ASSESSMENT

As students are creating their multiple designs I will go around discussing with them their choices and research. This will help me know how much they understand the process of creating a logo. (Informal)

SUMMATIVE ASSESSMENT

Students will turn in 20 different logo designs and their 3 alterations of their best design. Students will present to the class their final logo, and will explain their process to represent meaning in their logo. (Formal)

Hand-outs

Logo Research

Name:

Period:

Company's name: _____

What I learned about the company:

_____

_____

Logo Research

Name:

Period:

Company's name: _____

What I learned about the company:

_____

_____

Logo Research

Name:

Period:

Company's name: _____
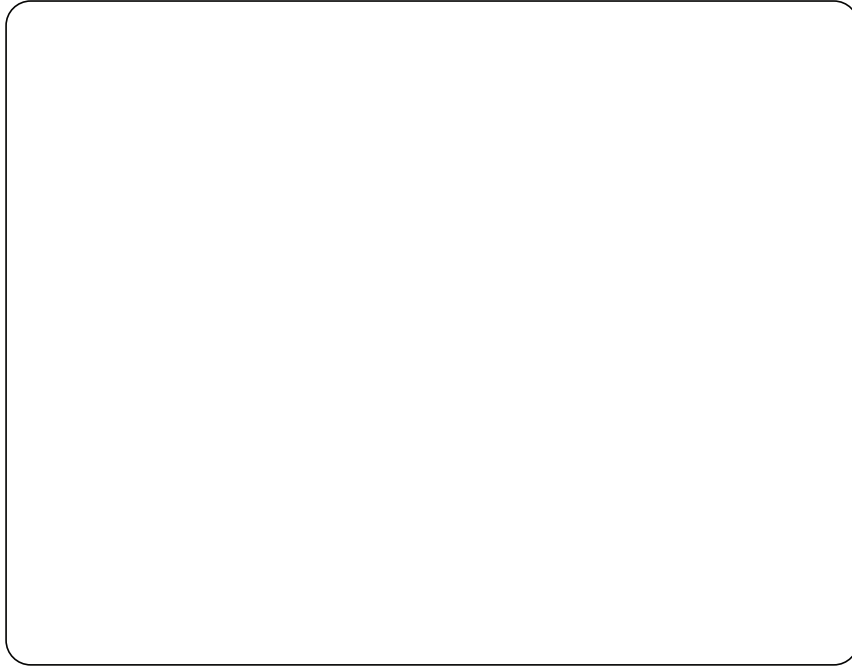
What I learned about the company:

_____

_____

Logo Research

Name:

Period:

Company's name: _____

What I learned about the company:

_____

_____

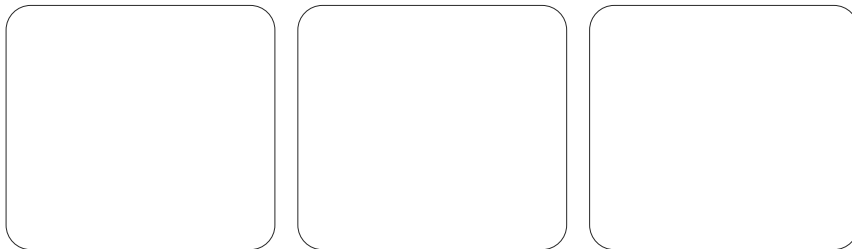# Logo Design

Name of company: _____

Name:

Period:

Final Logo

3 Best sketches

LESSON 2
LETS TALK BUSINESS

Overarching Goals

Through an interactive project, students will learn to work with a client.

SUBGOALS

1. Students will investigate and research on a new company/client to construct a better logo for the company.

2. Students will design multiple ideas for the logo to better conclude with the best design for the company.

3. Students will explore and experiment with a new media/program, Illustrator, to digitalize their final logo.

4. Students will create a business card that illustrates the company's view and goal.

STATE STANDARDS - COMMERCIAL ART AND ELECTRONIC MEDIA

1. Standard 3 (Expressing)

   Objective 1: Create content in works of CAEM.

2. Standard 4 (Contextualizing)

   Objective 3: Evaluate the impact of CAEM on life outside of school.

NATIONAL STANDARDS

1. Creating

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

2. Connecting

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

Process

DAY 1

We will discuss the three basic types of logos which are Iconic, Logotype, and Combination logos. I will give a laminated image of a logo to each student.

Activity (3 min) : As a class, we will distinguish what type of logo each student has on their laminated image. One student at a time will hold up their logo so that everybody can see it. Everybody in the class will hold one, two, or three fingers up. One finger up means that the logo it is an Iconic logo, two fingers means a Logotype logo, and three fingers is a Combination logo.

I will introduce the project. Each student already has a logo in their hands from the activity. The student will become the representatives of those logos. An I will assigned a designer (a student) for each representative (another student). Since all students will have to interview their clients next class period, we will discuss what questions could we ask in the interview.

Questions : What questions can we ask our client to better know how to design our logo? What can we ask our clients about their audience?

Students will have the rest of the class to search online their own company they represent and their client's company.

Homework : Fill out the company research sheet based on their client's company and prepare at least 5 questions for their interview with their client.

DAY 2

Activity (3 min) : I will have different logos displayed and students will have to choose what kind client is and what their audience is.

We will pass a sheet of paper with all the illustrator toolbar. Also, I'll do a demo on illustrator (15 min). I will introduce the pen, anchor point, direct selection, selection, fill, stroke, zoom (cmd+0), and hand tools. I will demonstrate how to use the tools with a shape exercise. All students will have that same file in their computers. So that they can also do it after the interviews.

Students will have 10 min to interview their client. We will have the class divided in two groups. Group 1 will interview their client, who will be from Group 2, for 10 min. Then we will switch and Group 2 will interview their client, who will be from Group 1, for 10 min.

After their interview they will start with their sketches and they will also have the rest of the class to work on their Illustrator shape exercise.

Homework : Finish designing 20 sketches of logo designs on paper for their client.

Turn-In : Company research sheet on client and audience.

DAY 3

I will demonstrate how to scan their sketches and how to put their scanned

sketches into illustrator to vectorized it. I will introduce the layers panel (lock and view).

Students will work on their sketches. If students are done with their sketches, they will meet with their clients and discuss which sketch is the best for the company. The client will give feedback on why they feel the logo works for their company (2 comments) and also in what ways the selected logo could improve (2 comments). The designers will write down their feedback on the refection sheet that they will be given.

Homework : Finish designing 20 sketches of logo designs on paper for their client.

DAY 4

Students will meet with their client for 10 min. During this time designers and clients will discuss and select on of the sketches to be their logo. The client will give feedback on why they feel the logo works for their company (2 comments) and also in what ways the selected logo could improve (2 comments). The designers will write down their feedback on the refection sheet that they will be given.

After their meetings, students will have the rest of the class to make changes to their logo based on the feedback they received. I will go around to check on their 20 sketches and their feedback as they work on improving

their designs.

Homework : Based on the feedback they got, students will make changes on the selected logo.

Turn-In : 20 sketches of logo designs on paper and their feedback sheet. Illustrator shape exercise also is due this day.

DAY 5

I will do a demo on how to export their vectorized logo into a JPEG file (using the artboard property). Also I will show them how to create more artboards and how to resize them. I will show them how to create a business card for their logo.

Students will work on their final designs and will scan them. After they scanned their designs they will use the pen tool in illustrator to vectorize their design.

Homework : Students will finish vectorizing their logos and save them into the class flash-drive. Students will start designing their business cards in illustrator.

DAY 6

Students will finalize their logos and business cards and save them as a JPEG file in the class flash-drive. If students are done, they will search online and watch tutorials on illustrator.

Turn-In : Logos and business card with the Design Explanation sheet.

Project

Each student will be assigned a logo from a list of logos I have. Each student will be the representative of that company. Each student is also a logo designer. So each student (designer) will have a company (another student) be their client. The designer will need to interview their client and will write down notes from the interview that will help him/her better design the logo for their client.

After the interview and a little of research, students will sketched up 20 ideas of their new logo design. They will meet with their client again and will discuss which design is best for the company.

Then, students will vectorize their logos and create a business card for the company too.

Materials

Paper, computer with Illustrator and access to internet.

Vocabulary

Iconic/Symbolic : Uncomplicated images that are emblematic of a particular company or product.

Logotype/Wordmark : Incorporates the company or brand name into a uniquely styled type font treatment.

Combination Marks : Combination Marks are graphics with both text and a symbol/icon. Illustrator tools such as pen, anchor point, direct selection, selection, fill, stroke, zoom, hand, and artboard.

Business Cards.

Assessment

INITIAL ASSESSMENT

I will have different logos and students will have to choose what the client is and what their audience is. This can help me know how they can analyze the logos and interpret which in turn it will show if students can put imagery and meaning together. (formal)

FORMATIVE ASSESSMENT

Students will interview their client and make a list of notes to help them design their logo. Students will turn the notes in which will help me see that they have an idea of what their client wants and that they can start basing their design on what their client wants. (informal)

SUMMATIVE ASSESSMENT

Students will turn in a digital copy of their logos and business card. Along their images, they will also turn in the design explanation sheet. (formal)

Hand-outs

Illustrator Toolbar

Selection Tool (V) — Direct Selection Tool (A)

Magic Wand Tool (Y) — Lasso Tool (Q)

Pen Tool (P) — Type Tool (T)

Line Segment Tool (\) — Rectangle Tool (M)

Paintbrush Tool (B) — Pen Tool (N)

Blob Brush Tool (Shift + B) — Eraser Tool (Shift + E)

Rotate Tool (R) — Scale Tool (S)

Width Tool (Shift + W) — Free Transform Tool (E)

Shape Builder Tool (Shift + M) — Perspective Grid Tool (Shift +P)

Mesh Tool (U) — Gradient Tool (G)

Eyedropper Tool (I) — Blend Tool (W)

Symbol Sprayer Tool (Shift + S) — Column Graph Tool (J)

Artboard Tool (Shift + O) — Slice Tool (K)

Hand Tool (H) — Zoom Tool (Z)

Fill Color

Default Fill and Stroke (D) — Stroke Color

— Fill Options

Drawing Modes

— Change Screen Mode (F)

Company Research

Name: _____

Period: _____

Company's name: _____

Company's audience: _____

What I learned about the company:

_____

_____

_____

_____

What I learned about audience:

_____

_____

_____

_____

Company Research

Name: _____

Period: _____

Company's name: _____

Company's audience: _____

What I learned about the company:

_____

_____

_____

_____

What I learned about audience:

_____

_____

_____

_____

Logo Feedback

Name: _____

Period: _____

Company's name: _____

Client's name: _____

What worked?

_____

_____

What needs to improve?

_____

_____

Logo Feedback

Name: _____

Period: _____

Company's name: _____

Client's name: _____

What worked?

_____

_____

What needs to improve?

_____

_____

Logo Feedback

Name: _____

Period: _____

Company's name: _____

Client's name: _____

What worked?

_____

_____

What needs to improve?

_____

_____

Logo Feedback

Name: _____

Period: _____

Company's name: _____

Client's name: _____

What worked?

_____

_____

What needs to improve?

_____

_____

Lesson 3
New Perspective

Overarching Goals

Students will learn how to target their design to a specific audience through the process of collecting and analyzing data from surveys.

SUBGOALS

1. Students will learn to collect data through surveys to better modify the design of an existing product.
2. Students will analyze and use the data from the surveys to determine what to use in the logo.
3. Students will compose a better design for the product by creating multiple designs where they can choose from.
4. Students will summarize and explain their process to create their design and present their designs to the class.
5. Students will critique their peer's designs and give constructive feedback to improve the design in necessary.

STATE STANDARDS - COMMERCIAL ART AND ELECTRONIC MEDIA

1. Standard 1 (Making)

   Objective 1: Refine techniques and processes in a variety of media.
   Objective 2: Create works of CAEM using art elements and principles.

2. Standard 2 (Perceiving)

   Objective 1: Critique works of CAEM.
   Objective 2: Evaluate works of CAEM.

3. Standard 4 (Contextualizing)

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

NATIONAL STANDARDS

1. Responding

   Anchor Standard 7: Perceive and analyze artistic work.
   Anchor Standard 8: Interpret intent and meaning in artistic work.
   Anchor Standard 9: Apply criteria to evaluate artistic work.

2. Performing/Presenting/Producing

   Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
   Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
   Anchor Standard 6: Convey meaning through the presentation of artistic work.

3. Connecting

   Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
   Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Process

DAY 1

Questions : Why do we dress up when we go to a job interview? Why does it matter how we present ourselves? Do first impressions matter? What are some products you use that don't look that great on the outside but has great quality?

I will show them different containers and product designs. We will discuss the difference in design even when they are the same product (ex. all shampoo bottles don't look the same).

I will introduce the project to the class. And we will brain storm together what questions we could have on a survey which will help us better design the product to the desired audience.

Students will write their 5+ question surveys and print 7 copies.

Homework : Finish your survey questions and survey 6-7 people outside of the class.

DAY 2

Students should have already done their surveys and brought them with them to class.

Activity (20 min) : I will give each row of students a feeling and each student will draw a package to contain the given feeling. Examples of feelings: refreshing, comfortable, healthy, friendly, angry, tired, etc.

Work day! Students will analyze the data they have and will also start sketching. Students will pick a design by the end of the class period. If students are done with their sketches, they can start putting their design into illustrator.

Turn-In : Students will turn in their best sketch for their product design.

DAY 3

Demo on Perspective Grid Tool and the Mesh tool to help them how to create the illusion of a 3D object, like a box or bottle.

Work day! Students will work on putting their product designs in illustrator and vectorizing it.

Homework : Study the illustrator toolbar sheet I gave them before. There will be a test on it soon.

Turn-In : Students will save their designs as a JPG file in the class flash-drive.

DAY 4

Critique day! Each student will present their design and will explain how the survey affected their choices of design. Students will take notes on the feedback they will get from their peers.

Homework : Fill out the feedback sheet. Study the illustrator toolbar. There will be a test next class period.

DAY 5

Activity (20 min) : We will play Illustrator Jeopardy which is on the names of the toolbar tools (20 min) to review the illustrator tools before the test.

Then the students will put everything away and they will take the illustrator toolbar test (10-15 min). After the test, students will have the rest of the time to finish up their designs and print them out.

Turn-In : Students will print their final designs and turn it in with the critique feedback sheet. Also they will out the reflection sheet on the project.

Project

Students will pick a product which they will redesign the package. Students will create a survey which will be taking by consumers of that product. They will conduct the survey to 6-7 costumes to help them design their product. The survey will contain 5 questions and will contain multiple-choice/short-answer questions.

Students will take the data they gathered and use it to better design their product to be appealing to its target audience.

Students will design their final product in Illustrator.

Materials

Paper, computer with Illustrator and access to internet.

Vocabulary

Perspective Grid Tool and the Mesh tool
Survey

Assessment

INITIAL ASSESSMENT
We will discuss as a class some questions to have on a survey. (informal)

FORMATIVE ASSESSMENT
Students will present their designs and will explain how the collected data helped them in their choices of the design. (Informal)

SUMMATIVE ASSESSMENT
Students will turn in a copy of the design they presented to the class with the feedback sheet they filled during/after their presentation. Students will turn in a printed version of their final design. (formal)

Hand-outs

Product Design Final Sketch

Name:

Name of product: _____

Period:

Final Sketch

Product Design Feedback

Name:

Period:

Company's name: _____

Product name: _____

What worked?

What needs to improve?

_____

_____

_____

_____

Product Design Feedback

Name:

Period:

Company's name: _____

Product name: _____

What worked?

What needs to improve?

_____

_____

_____

_____

Product Design Feedback

Name:

Period:

Company's name: _____

Product name: _____

What worked?

What needs to improve?

_____

_____

_____

_____

Product Design Feedback

Name:

Period:

Company's name: _____

Product name: _____

What worked?

What needs to improve?

_____

_____

_____

_____

LESSON 4
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 mush 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, crowed, 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 portraits 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.
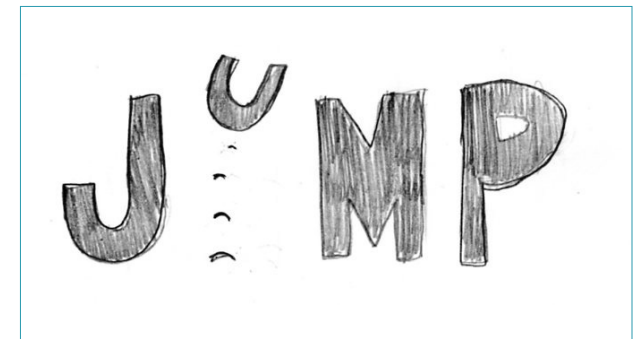
Project

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

3. Name of the typeface.

4. Classification.

5. Year designed.

6. Description of the typeface (4-5 characteristics of the chosen typeface).

7. 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

Typeface Poster Info

Name:

Period:

Typeface: _____ Classification: _____

4-5 Facts:

_____ _____

_____ _____

Typeface Poster Info

Name:

Period:

Typeface: _____ Classification: _____

4-5 Facts:

_____ _____

_____ _____

Typeface Poster Info

Name:

Period:

Typeface: _____ Classification: _____

4-5 Facts:

_____ _____

_____ _____

Typeface Poster Info

Name:

Period:

Typeface: _____ Classification: _____

4-5 Facts:

_____ _____

_____ _____

Typography Pre-assessment

Name: _____

Section: _____

1. What does Sans means?
   A 'Hat'
   B 'Accent'
   C 'Without'

2. Leading is the space between
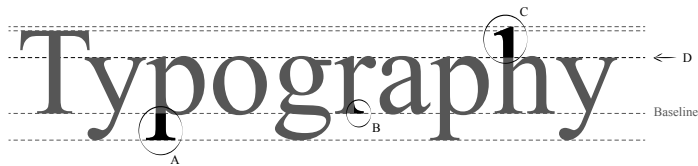   A Lines
   B Characters
   C Paragraphs

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'
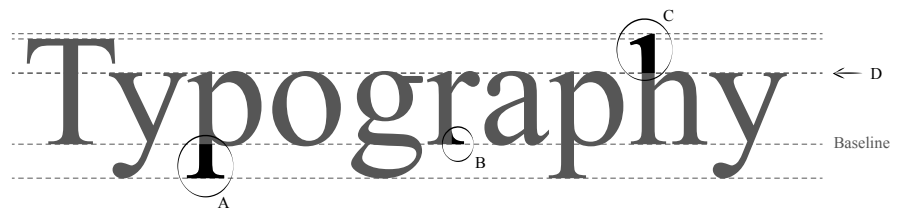   C 'Without'

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