

Sasha Timen  
February 15-March 16  
Introduction to Graphic Design Learning Segment  
edTPA  
(PHS)  
Art 3 & 4

**Title: Introduction to Graphic Design**

**EQs**

1. What is “graphic design”?
2. How do artists use problem solving in their projects?
3. How do artists apply the principles of art and design to digital arts?

**EUs**

1. Communication is not only heard but also seen.
2. Time management is an important skill to learn for life application.

**(Functions) Students will be able to:**

- Define graphic design
- Plan and develop a grid to use for the summative (magazine cover + 2 page spread)
- Make use of InDesign to create projects

**(Discourse) Students will (tasks):**

- Create in class exercises that develop their skills in InDesign
- Make use of a visual journal to develop ideas and plans for projects
- Design and create a magazine spread using research, their visual journal, and InDesign
- Select images, fonts, and layout to use for a magazine spread

**Students will need to know (vocabulary):**

Graphic Design	Typography	Color Palette	Grid
Layout	Thumbnail	Image	Line
Shape	Space	InDesign	Sketch Book
2 Page Spread	Visual Hierarchy	Flowlines	Grid Modules
Spatial Zone	Balance	Symmetry	Assymetry
Harmony	Focal Point	Rhythm	Unity
Correspondence	Alignment	Scale	Proportion
Tools	Magazine	Linking	Pull Quote/Call out
Brief			

**Materials needed**

*Sketchbook (visual journal), pencils, magazines/access to computer and printer, glue, scissors, tape, computer/keyboard/mouse, InDesign, written instructions for projects (teacher), presentation notes (teacher + available to students for review)*

**Oregon Content Standards**

Anchor Standard 5: Producing-Develop and refine artistic techniques and work for presentation

## **Lesson Plan Outline**

### **Lesson 1: What is this “Graphic Design” anyway?**

*Part 1:* Define graphic design through presentation and show examples

*Part 2:* Computer etiquette for graphic design, how to set up files for saving (Formative), expectations for how digital assignments will be turned in, assign first homework assignment and introduce the “visual journal” for the learning segment

### **Lesson 2: Graphic Design Principals (Back to the Basics)**

*Part 1:* Explain and expound on vocabulary terms that are used in graphic design through presentation

*Part 2:* InDesign (INDD) intro: opening INDD, how to create a document, tour of the tools and layout of INDD, tools we will use, save a document (Formative), go over visual journal HW examples that students found

*Assign final summative for segment: Magazine design (cover + 2 page spread), hand out brief (guidelines for the project)*

### **Lesson 3: The Grid**

*Part 1:* Define grid through presentation and model how to make thumbnail grids using “graphic design shorthand”

*Part 2:* InDesign: guides, line tool, margins, stroke, align

HW/Formative: 15 thumbnails in visual journal using “graphic design shorthand”, 1 full page digital “thumbnail”, 1 full page “thumbnail” expanded

### **Lesson 4: Problem Solving**

*Part 1:* Define problem solving, demonstrate problem solving tools, provide fill in for students to fill in problem solving tools

*Part 2:* InDesign: placing an image, links, text tool, place holder text, text wrap

*Hand out proposal form for students to use for their summative (topic + 5w’s/h)*

## **Lesson 5: Five Phases of Graphic Design**

*Part 1:* Review the five phases of graphic design and why they are important (process), provide fill in for students to follow along and use for their formative

Part 2: InDesign: pen, pencil, color

Formative: in visual journal draw the 5 phases of graphic design (own choice) and then create digitally

Summative Assessment: Magazine Design

## LESSON 1: WHAT IS “GRAPHIC DESIGN”?

<p>Central Focus Grade Level: 11/12 Lesson Number: 1 (1 Day)</p>	<p>The central focus of this lesson is to define graphic design.</p>
<p>Focus/Purpose:</p>	<p>The main idea of this lesson is to define graphic design; graphic designers often consider themselves artists, but not all artists consider themselves a designer, why is that? It is important for students to understand the differences and the similarities between designers and artists. This segment will also introduce using the computer in the classroom.</p>
<p>Standard(s):</p>	<p>Anchor Standard 5 Producing-Develop and refine artistic techniques and work for presentation</p>
<p>Objectives:</p>	<ol style="list-style-type: none"> <li>1) Students will identify definitions of graphic design.</li> <li>2) Students will identify various projects a graphic designer might design.</li> <li>3) Students will be able to set up an organizational system of file folders on the computer.</li> </ol>
<p>Instructional Strategies:</p>	<ol style="list-style-type: none"> <li>1. <b>Direct Instruction</b></li> <li>2. <b>Post Whatcha Know (Activity)</b></li> <li>3. <b>Modeling</b></li> <li>4. <b>Students-at-Work</b></li> </ol>
<p>Assessment:</p>	<p>Students will follow along to set up folder files on their desktop and student drives.</p>
<p>Materials &amp; Resources:</p>	<p>Materials: Presentation: What is Graphic Design?, Handouts (file set up and visual journal homework assignment), Post It notes Computer, InDesign, Visual Journal, printer, glue, scissors</p> <p>Resources Used: <b>Studio Thinking 2: The Real Benefits of Visual Arts Education</b> By Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly M. Sheridan <b>GO: A Kidd’s Guide to Graphic Design</b> By Chip Kidd <b>Graphic Design Solutions (4th Edition)</b> By Robin Landa <b>Abstract: The Art of Design (A Netflix Documentary)</b> Graphic Design: Paula Scher</p>

<p>Procedure: (Structure will vary based on subject matter, grade level, and instructional strategies used)</p>	<p><b>OPEN (10 min):</b> Go over what to expect in this learning segment, this art class is not familiar with doing digital art as a class, so we will go over what the general format of the class will be (demonstrate/lecture/model concept, students-at-work, weekly assessments)</p> <p>How a graphic design class may differ from a traditional/fine arts class: deadlines: for graphic designers deadlines are HARD and designers need to time manage to hit to deadlines, we will practice how to manage our time in class and through our assessments; following directions: directions/briefs for a designer is what they follow (sometimes in a step-by-step format) for the projects they are working on; lastly, graphic designers do not always have creative control so it is important to learn how to be creative with very specific perimeters.</p> <p><b>BODY (20 min):</b></p> <p>1. Direct Instruction Using a presentation, I will define graphic design and show examples of various work a graphic designer would do.</p> <p>2. “Post Whatcha Know” Activity- students will be given a post it note to write down as many things they can remember of what graphic design is and what a graphic designer might design. Students will have 2 minutes to do this. After they are done they will post it to the white board.</p> <p>3. Modeling + Student-At-Work Why do you think it is important to set up a filing system on the computer for a graphic designer? How would someone do this? Computer etiquette for graphic design: hand out step-by-step instruction sheet for students to use to set up their files, model how to create the organizational file system that we will be using for the class.</p> <p><b>CLOSE (10 min):</b> Visual Journal Introduction (find at least 3 images from the list to put into visual journal for next lesson)</p>
<p>Differentiation: Modifications Adaptations</p>	<p>More time allotted to complete in class exercises Frequent check-ins at computer Step-by-step instruction sheet</p>

## LESSON 2: GRAPHIC DESIGN PRINCIPALS (BACK TO BASICS)

<p>Central Focus Grade Level: 11/12 Lesson Number: 2 (1 day)</p>	<p>The central focus of this lesson is to define the basics of graphic design.</p>
<p>Focus/Purpose:</p>	<p>The main idea of this lesson is to relate the elements and principals of art and design to the context of graphic design. It is important to do this because the vocabulary terms are the same, however, the execution is often done digitally, so learning to apply these terms to tools that are used digitally is important.</p>
<p>Standard(s):</p>	<p>Anchor Standard 5 Producing-Develop and refine artistic techniques and work for presentation</p>
<p>Objectives:</p>	<ol style="list-style-type: none"> <li>1) Students will be able to recognize vocabulary of the elements of principles of art and design.</li> <li>2) Students will be able to recognize the InDesign layout and save a document in the correct location.</li> </ol>
<p>Instructional Strategies:</p>	<ol style="list-style-type: none"> <li><b>1. Pair/Share</b></li> <li><b>2. Demonstration-Lecture</b></li> <li><b>3. Modeling</b></li> <li><b>4. Students-At-Work</b></li> </ol>
<p>Assessment:</p>	<p>Fill in handout of vocab terms and hand in at end of class (exit ticket) Save a document in the correct location and export in a PDF. Share from visual journal</p>
<p>Materials &amp; Resources:</p>	<p>Materials: Presentation: Back to Basics, Handout (vocab terms + screen shot of InDesign), Computer, InDesign, Visual Journal, printer, glue, scissors</p> <p>Resources Used: <b>Studio Thinking 2: The Real Benefits of Visual Arts Education</b> By Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly M. Sheridan <b>GO: A Kidd's Guide to Graphic Design</b> By Chip Kidd <b>Graphic Design Solutions (4th Edition)</b> By Robin Landa <b>Abstract: The Art of Design (A Netflix Documentary)</b> Graphic Design: Paula Scher</p>

<p>Procedure: (Structure will vary based on subject matter, grade level, and instructional strategies used)</p>	<p><b>OPEN (10 min):</b></p> <p>Students will pair/share with an elbow partner their 3 images from their visual journal. Students will have a spokesperson from their pair/share to share 1 item with the group as a whole that they liked the most/why.</p> <p><b>BODY (25 min):</b></p> <p>Direct instruction: presentation (back to basics) Hand out vocab terms handout for students to fill in and follow along</p> <p>Modeling + Students-At-Work INDD intro: opening InDesign, how to create a document, tour of the tools and layout of INDD, tools we will use, save a document, export a document (blank)</p> <p><b>CLOSE (10 min):</b></p> <p>Students will hand in vocab terms handout (after they get it back they will paste into their visual journal)</p> <p>Explain summative assessment (what we are working toward knowing how to do), explain what a brief is and how to read it, review the specs of the project, handout directions and due date</p> <p>Reminder: continue to work on filling in the visual journal for your weekly assessment</p>
<p>Differentiation: Modifications Adaptations</p>	<p>Provide a screen shot of the layout of INDD with labels for tools Step-by-step instructions of how to create a document Frequent checks for understanding at computer More time allotted to complete in class exercises</p>



## LESSON 3: THE GRID

Central Focus Grade Level: 11/12 Lesson Number: 3 (2 Days)	The central focus of this lesson is to explain a grid.
Focus/Purpose:	The main idea of this lesson is to show how to create a grid and demonstrate how a grid is used in graphic design. It is important for students to learn how to use a grid as a guide in graphic design.
Standard(s):	Anchor Standard 5 Producing-Develop and refine artistic techniques and work for presentation
Objectives:	<ol style="list-style-type: none"><li>1) Students will be able to draw thumbnails of grids.</li><li>2) Students will be able to expand their thumbnails to a full page in InDesign, save, and export as a PDF.</li></ol>
Instructional Strategies:	<ol style="list-style-type: none"><li><b>1. Demonstration-Lecture</b></li><li><b>2. Modeling</b></li><li><b>3. Students-At-Work</b></li></ol>
Assessment:	Students will draw 15 (or more) thumbnail grids in their visual journal. Students will create 1 full page grid (picking one from the thumbnails they drew) digitally. Students will expand the full page grid to include images and text.
Materials & Resources:	Materials: Presentation: The Grid, strips of paper, Computer, InDesign, Visual Journal, pen  Resources Used: <b>Studio Thinking 2: The Real Benefits of Visual Arts Education</b> By Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly M. Sheridan <b>GO: A Kidd's Guide to Graphic Design</b> By Chip Kidd <b>Graphic Design Solutions (4th Edition)</b> By Robin Landa <b>Abstract: The Art of Design (A Netflix Documentary)</b> Graphic Design: Paula Scher

<p>Procedure: (Structure will vary based on subject matter, grade level, and instructional strategies used)</p>	<p><b>OPEN (5 min):</b></p> <p>I will hand out strips of paper and write out “Graphic Design shorthand” symbols on the board, students will draw the GDS on their strips of paper and create a “bookmark” titled “Graphic Design Shorthand” to be used as a reference for their thumbnails (will encourage to paste in their visual journal so they don’t lose it).</p> <p><b>BODY (35 min):</b></p> <p>Direct instruction: presentation</p> <p>Modeling + Students-At-Work INDD intro: guides, shape, line tool, margins, stroke, align</p> <p>(15+) Thumbnails in visual journal: show examples of thumbnail grids and model on board how to use the “GDS” for their thumbnails</p> <p>After they have created 15 (or more) thumbnails in their visual journal they can move on to create 1 Digital full page grid of GDS (make sure that you have put at least: 2 images, a title, 2 or more columns of body copy, margins, using the line tool, and shape tool, various strokes thickness, and colors)</p> <p><b>CLOSE:</b> Visual progress check on thumbnails</p>
<p>Differentiation: Modifications Adaptations</p>	<p>Provide a screen shot of the layout of INDD with labels for tools Frequent checks for understanding at computer More time allotted to complete in class exercises</p>

## LESSON 4: PROBLEM SOLVING (Habit of Mind)

<p>Central Focus Grade Level: 11/12 Lesson Number: 4 (2 days)</p>	<p>The central focus of this lesson is to review problem solving skills.</p>
<p>Focus/Purpose:</p>	<p>The main idea of this lesson is to present problem solving as a tool to use in graphic design. It is important for students to learn that graphic design is not just about making things look good but about HOW to do that when creativity (or time) is not always there.</p>
<p>Standard(s):</p>	<p>Anchor Standard 5 Producing-Develop and refine artistic techniques and work for presentation</p>
<p>Objectives:</p>	<p>1) Students will be able to discover problem solving tools and techniques to use in their personal artwork and lives.</p>
<p>Instructional Strategies:</p>	<p><b>1. Demonstration-Lecture</b> <b>2. Modeling</b> <b>3. Students-At-Work</b> <b>4. On Task Partner</b></p>
<p>Assessment:</p>	<p>1 Digital full page grid with pictures and text</p> <p>On task partner- students will go over the proposal for summative (magazine design) and will go through the problem solving skills to fill out their proposal for summative.</p>
<p>Materials &amp; Resources:</p>	<p>Materials: Presentation: Problem Solving, Handout (Problem Solving Skillz + Magazine Design Proposal form), Computer, InDesign, Visual Journal</p> <p>Resources Used: <b>Studio Thinking 2: The Real Benefits of Visual Arts Education</b> By Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly M. Sheridan <b>GO: A Kidd's Guide to Graphic Design</b> By Chip Kidd <b>Graphic Design Solutions (4th Edition)</b> By Robin Landa <b>Abstract: The Art of Design (A Netflix Documentary)</b> Graphic Design: Paula Scher <b>*The First 20 Days: Establishing Productive Group Work in the Classroom (Handout from Professional Development workshop)</b> By Douglas Fisher &amp; Nancy Frey</p>

<p>Procedure: (Structure will vary based on subject matter, grade level, and instructional strategies used)</p>	<p><b>OPEN (5 min):</b> When you hear “problem solving” what does that mean to you? What pictures come to mind?</p> <p><b>BODY (35 min):</b></p> <p>Demonstration-Lecture: Problem Solving Handout-problem solving skillz</p> <p>Modeling + Students-At-Work INDD intro: placing an image, links, text tool, placeholder text, typography, text wrap</p> <p>1 Digital full page grid with pictures and text: must include 2 images, at least 2 different fonts, place holder text, a real title, columns of body copy</p> <p>On Task Partner: students will go through problem solving skills handout with a partner and fill out their proposal/check in with partner of where they are at in the planning phase of their summative</p> <p><b>CLOSE (5 min):</b> Email digital grid “expanded” Hand in proposals for magazine design</p>
<p>Differentiation: Modifications Adaptations</p>	<p>Frequent checks for understanding at computer More time allotted for in class exercises</p>

## LESSON PLAN 5: FIVE PHASES OF GRAPHIC DESIGN

<p>Central Focus Grade Level: 11/12 Lesson Number: 5 (2 days)</p>	<p>The central focus of this lesson is to explore the five phases of graphic design.</p>
<p>Focus/Purpose:</p>	<p>The main idea of this lesson is to explore the process of graphic design. It is important for students to understand that all art making is a process.</p>
<p>Standard(s):</p>	<p>Anchor Standard 5 Producing-Develop and refine artistic techniques and work for presentation</p>
<p>Objectives:</p>	<ol style="list-style-type: none"> <li>1) Students will be able to recognize that graphic design is a process and that there are five identifiable phases of that process.</li> <li>2) Students will be able to use tools they have learned in InDesign to create an image to reflect the five phases of design.</li> </ol>
<p>Instructional Strategies:</p>	<ol style="list-style-type: none"> <li><b>1. Demonstration-Lecture</b></li> <li><b>2. Modeling</b></li> <li><b>3. Students-At-Work</b></li> <li><b>4. Pairs/Compare</b></li> </ol>
<p>Assessment:</p>	<ol style="list-style-type: none"> <li>1. Students will sketch out ideas for their Five Phases of design assignment.</li> <li>2. Students will develop design digitally.</li> </ol>
<p>Materials &amp; Resources:</p>	<p>Materials: Presentation: 5 Phases of Graphic Design, Handout (5 phases of graphic design), Computer, InDesign, Visual Journal, colored pencils or markers</p> <p>Resources Used: <b>Studio Thinking 2: The Real Benefits of Visual Arts Education</b> By Lois Hetland, Ellen Winner, Shirley Veenema, Kimberly M. Sheridan <b>GO: A Kidd's Guide to Graphic Design</b> By Chip Kidd <b>Graphic Design Solutions (4th Edition)</b> By Robin Landa <b>Abstract: The Art of Design (A Netflix Documentary)</b> Graphic Design: Paula Scher</p>

<p>Procedure: (Structure will vary based on subject matter, grade level, and instructional strategies used)</p>	<p><b>OPEN (5 min):</b> Pairs/Compare: If you could create 3-5 steps of how you make art, what would they be? Brainstorm with your partner and write down in your visual journal.</p> <p><b>BODY (35 min):</b> Demonstration-Lecture: 5 Phases of Graphic Design Handout-five phases of graphic design  INDD: pen tool, pencil tool, color  Visual Journal- sketch five phases of graphic design image (include color) to create a comprehensive before creating the digital version of five phases of graphic design using the tools we have covered in INDD</p> <p><b>CLOSE (5 min):</b> Visual assessment of 5 phases sketch/comprehensive Email digital version of 5 phases of graphic design</p>
<p>Differentiation: Modifications Adaptations</p>	<p>Frequent checks for understanding at computer More time allotted for in class exercises</p>