









AEI Lesson Example Productivity/Accountability

Visual Arts Lesson Plan Title: Graphic Art Department

Age Group: 10th-12th Grade

In the table below are the Visual Arts Standards and the Universal Constructs. Check the ones covered in the lesson.

Standards Adapted from NAEA Standards 	Understand, select & apply media, techniques & processes	Understand and apply elements and principles of design	Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.	Understand the visual arts in relation to history and culture	Reflect upon and assess the characteristics of their own and other's work	Students will make connections between the visual arts, other disciplines and daily life
Universal Constructs 						
Critical Thinking		X		X	X	X
Complex Communication		X	X		X	
Creativity	X	X	X		X	X
Collaboration			X		X	X
Flexibility & Adaptability	X	X	X		X	X
Productivity & Accountability						

District, Building, or Department Goals or Objectives:

Description: This is an extensive lesson designed to provide students with “real-world” application and experience of working in a graphic department setting. Students will begin with a graphic concept and see it through to the printing process for the purpose of mass-production to publicize a school event.

- Students (graphic artists) work with the Drama department (client) to create publicity for an upcoming drama production. Each student is competing to create the graphic design for the poster and t-shirt graphic.
- Students establish a timeline in order to meet publicity and production deadlines.
- Students research the play/musical (genre, setting, time period etc.) to generate ideas based on the “story synopsis”. (Research should include copyright and legal issue regarding the use of imagery to ensure design integrity.)
- Students create and share visual imagery emphasizing the theatrical genre of the play to clients (drama department).
- Students collaborate with clients to select, revise and determine final design, in the appropriate art medium for the intention of mass-production (i.e. printmaking, screen printing, computer graphic applications and printing company collaboration).
- Students further determine needed tasks and delegate responsibilities for final conferencing and product creation.

Teacher Preparation: 1. Initial meeting with Drama department/Printing company. 2. Gather supplies/materials 3. Gather basic information about play/musical

Materials and Resources Needed: Drawing materials. Computer graphic program, printmaking, screen print supplies and materials

Vocabulary: bitmap, vector, graphic art, printmaking, screen

Plan:

1. Introduce the graphic art department concept to students. (Field trip/guest speaker- Head graphic artist from local graphic department in our community.)
2. Establish a graphic department set up and establish a timeline for production completion. Students determine each step of the graphic process, determine objectives to be met and establish a timeline. Consider the drama department's timeline for publicity. (A minimum of two weeks.)
3. Introduce students to the "graphic problem". Make sure to explain the difference between bitmap and vector based graphics to students as well as the screen process and cost of multiple color printing .
4. Begin the initial research of drama production. Students research the play/musical (genre, setting, time period etc.) to generate ideas based on the "story synopsis". (Address copyright and legal issue regarding the use of imagery to ensure design integrity.) Discuss research results.
5. Brainstorm imagery, conceptualization of imagery to communicate genre, time period, etc. Create multiple graphic designs, which emphasize the theatrical genre of the play.
6. Meet with fellow graphic artists for a working critique. Make improvements/adjustments graphic designs to make images appear complete and finished.
7. Conduct client/graphic artist interview to share and discuss designs. Collaborate with clients to select, revise and determine final design, in the appropriate art medium for the intention of mass-production.
OPTIONAL EXERCISE: We were unable to present to our clients in person so, each student created a mini-presentation in which they used Photo Booth to video their images and record their presentation to their client. This allowed us to make an anonymous presentation as the client(s) only viewed the image and heard the presentation.
8. Fellow graphic art students and the client complete the CG/Client Critique to provide productive feedback to the graphic artist.
9. Make revisions on the final graphic design, in the appropriate art medium for the intention of mass-production. Convert the final imagery and prepare to create in Adobe Illustrator for printmaking, screen printing, computer graphic applications and/or printing company collaboration).
10. Determine the needed tasks and delegate responsibilities for the final product creation.
11. An assessment rubric is filled out and attached to the art work.

Attach/Include any assessment documents; follow up lesson plans, or resource articles needed.

CGClient Critique.pdf

CGWorkingcritique.pdf

Critiquecritics.pdf

GraphicDept rubric.pdf

CGCritiqueQuestionnaire.pdf

Assessment: Rubric- Self-evaluation and teacher-evaluation

Follow Up Activities:

1. Guest speaker- Graphic artist or field trip to local print shop to see the graphic design process first hand.
2. Work through other t-shirt processes. (Printmaking, screenprint, computer graphic etc.)

Resources and References: T-shirts and posters printed by a local graphic company.



T-shirts and posters printed by a local graphic company

T-shirt design (front)
J. Glade, 12th grade,
Marker drawing scanned
and converted into Illustrator

Publicity Poster
J. Glade, 12th grade,
Marker drawing scanned
and converted into Illustrator



T-shirt design (front)
T. King, 10^h grade
Marker drawing scanned
and converted into Illustrator



T-shirt design (back)
L. Seivert, 10th grade
Marker drawing scanned
and converted into Illustrator



T-shirt design (sleeve)
L. Seivert, 10th grade
Marker drawing scanned
and converted into Illustrator

If you have questions about this lesson, contact Shanise Brockshus sbrockshus@thegenerals.org