**Katelyn Reyes - Graphic Design Curriculum**

**1 - Process Journal Lesson Plan**

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| **Title:** Visual Journal | | **Grade Level:** High School |
| **The Big Idea (Overall Concept):** Investigations of Learning | | |
| **Description of Lesson (Brief Summary):**  Student will be required to document the processes of each assignment (lesson) across the semester to document their learning, thought processes, etc.  In addition, there will be 14 journals across 20 weeks - Have students create spread in their journal expressing one of the elements or principles of design approximately each week. | | |
| **Time:** 20 weeks | | |
| **Enduring Understandings:**  Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches.  Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. | **21st Century Skills:**  Critical Thinking, Creativity, Initiative Productivity  **Studio Habits:**  Develop Craft, Engage & Persist, Envision, Express, Stretch & Explore | |
| **Essential Questions:** How do artists and designers determine whether a particular direction in their work is effective?  How does making art attune people to their surroundings? | **Technical Skills:**  Investigations, Sketching, documenting process. Exploring the elements, principles, and rules of design. Working in an organized sketchbook like many professional designers. | |
| **National Core Art Standard’s:** http://www.nationalartsstandards.org/  Creating - VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.  Connecting -VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas. | | |
| **Instruction:**  Students will be introduced to the important of maintaining a visual journal to document and organize their thoughts, opinions, and learning throughout the semester.  They will be shown teacher’s personal sketchbook (or they will see their teacher work on their visual journal throughout the semester), as well as student examples.  Stress to students, to make it their own – whether that means notes or imagery – also discuss with them to:   * Don’t be afraid to experiment with different mediums to explore things like color, texture, and patterns. * Consider layering words, sketches, and images to create a more complex image and feeling. * Change up the writing. Choose to include different fonts, sizes, colors, and even languages.   For the Lesson Investigations: there should be at least 6 Entries – 1 per lesson that requires sketching and planning for this specific unit (UI design, Typography, Visual Identity, Publication, Packaging, and Breaking the Rules).  Each entry should include, but is not limited to:   * Artist / Art Investigation – documenting inspiration, research, style, history, notes, etc * Thumbnail sketches – work on composition, document important features, planning, notes, etc * Process – describe and document the steps and rationale of your work with notes and imagery   For the Elements and Principles: these can be completed during down time and as homework.   * There will be 14 journals exploring the elements (line, shape, form, color, texture, space, value) and the principles (pattern, contrast, emphasis, balance, proportion/scale, harmony, rhythm/movement). * These journals will focus on following (Swiss) design rules (hierarchy, grids, typography, color, audience, etc). Students do not necessarily have to follow design rules, but they are a guiding factor. * They will be given a print out or digital copy description of what the elements and principles are, as well as the design rules (Swiss Design). * They should create a spread across two pages in their sketchbooks for each entry, and label which element or principle they were investigating that explore a personally meaningful theme, idea, or concept. * They can create them in any order as long as half are completed halfway through the semester (10th week), and the second half is completed by the end of the semester (20th week).   Students will submit pictures of their work digitally for grading for their elements and principles (lesson investigations are formative assessments of individual lessons). | | |
| **Resources:** (Websites, Books, Music, etc…)  Student examples of Process Journals  Document for elements, principles and rules of design | | |
| **Materials Needed:**  Sketchbooks  Pencil  Camera to submit work  Glue  Computer  Printer  Any other mediums of choice | | |
| **Evaluations:**  Formative – Lesson Investigations are part of the formative assessments of each individual lesson. Checking for investigation, sketches, and process.  Summative – Rubric for the Elements and Principles: given twice, one at the 10th week for 7 of the entries and one at the 20th week for the last 7 entries.  Rubric ( /100)   * ( /25) Creating - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. * ( /25) Subject - The element, principle, and/or rules of design the student stated they used can easily be understood without question. * ( /25) Craftsmanship – Work is clean and neat, showed and exploration of mediums, used text and imagery, etc. * ( /25) Professionalism – Work is submitted in a timely manner, clearly labeled, provides clear and well-lit images. | | |