

Unit Focus

In today’s multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience. In this unit, students digitally create, through the design process, a logo that communicates something of significance for them, and is inspired by the content, style or technique of logo design observed and analyzed, while demonstrating quality craftsmanship through appropriate use of materials, tools, and equipment. They will discuss their designs with their peers to receive feedback, make adjustments to their designs, and ultimately select and present their final logo design.

Stage 1: Desired Results - Key Understandings

| Standard(s) | Transfer | |
|--|---|---|
| <p>National Core Arts Standards <i>Media Arts: 5</i></p> <ul style="list-style-type: none"> Conceive: Generate and conceptualize artistic ideas and work. (MA:Cr1.1.1.5) <ul style="list-style-type: none"> Envision original ideas and innovations for media artworks using personal experiences and/or the work of others. (MA:Cr1.1.1.5.a) Develop: Organize and develop artistic ideas and work. (MA:Cr2.1.1.5) <ul style="list-style-type: none"> Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience. (MA:Cr2.1.1.5.a) <p><i>Visual Arts: 5</i></p> <ul style="list-style-type: none"> Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.5) <ul style="list-style-type: none"> Combine ideas to generate an innovative idea for art-making. (VA:Cr1.1.5.a) Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. (VA:Cr1.2.5.a) Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.5) <ul style="list-style-type: none"> Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment. (VA:Cr2.2.5.a) | <p><i>Students will be able to independently use their learning to...</i> T1 Communicate effectively based on purpose, task, and audience to promote collective understanding and/or recommend actions.</p> | |
| | Meaning | |
| | Understanding(s) | Essential Question(s) |
| | <p><i>Students will understand that...</i> U1 Successful production requires a thorough attention to detail both in the planning and execution phases. U2 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience. U3 Collaboration with others can improve product creation by incorporating different perspectives in the final design. U4 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.</p> | <p><i>Students will keep considering...</i> Q1 How do designers create products that effectively communicate? Q2 How does collaboratively reflecting on a design help us experience it more fully and develop it more completely? Q3 How do designers learn from trial and error?</p> |
| | Acquisition of Knowledge and Skill | |
| | Knowledge | Skill(s) |
| <p><i>Students will know...</i> K1 Most logos have a symbol, a word, and sometimes</p> | <p><i>Students will be skilled at...</i> S1 Recognizing common logo elements.</p> | |

Stage 1: Desired Results - Key Understandings

- Reflect - Refine - Continue: Refine and complete artistic work. *(VA:Cr3.1.5)*
 - Create artist statements using art vocabulary to describe personal choices in art-making. *(VA:Cr3.1.5.a)*

Next Generation Science Standards (DCI)

Science: 5

- ENGINEERING, TECHNOLOGY & APPLICATIONS OF SCIENCE
 - Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. *(ETS1.5.B1)*
 - At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. *(ETS1.5.B2)*

Student Growth and Development 21st Century Capacities Matrix

Creative Thinking

- Design: Students will be able to engage in an appropriate process to refine their product. *MM.2.3*

Collaboration/Communication

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. *MM.3.2*

Global Thinking

- Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. *MM.5.2*

- a tagline.
- K2 Visual elements in your design send a message to your audience.
 - K3 Dominant color is the main or base color in color scheme.
 - K4 Accent colors are supporting colors in a color scheme that look good together and are used less frequently in a design than the dominant color.
 - K5 Contrast is the difference between (or opposite of) certain art elements like color, value, and texture.
 - K6 Letters contain an upstroke, a down stroke, and a flourish.
 - K7 There are three basic types of lettering: serif, sans serif, and script.
 - K8 Symmetry: Elements on either side of the axis are arranged similarly.
 - K9 Asymmetry: Elements on either side are shaped differently but visually balanced.
 - K10 Radial: Elements are arranged in a circle.
 - K11 The focal point is the area of design that your eye is drawn toward.

- S2 Using shapes to convey a message
- S3 Choosing colors to show emotion
- S4 Adding style through hand lettering and embellishments
- S5 Digitally modifying shapes.