

Advertising & Design

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OVERVIEW STATEMENT

The purpose of the ***Advertising and Design 1*** course is to create a product-based art curriculum incorporating computer technology with visual graphic design. The student will learn the mechanics, the visual and the technical aspects of art editing. The Elements and Principles of Art are emphasized throughout the course to help create interesting and dynamic graphics. There are also units of study in three- dimensional designs. In addition to computer work many projects include hands- on creations of the actual products using traditional art materials.

Units of Study, Suggested Timeline

Unit	Title	Time Frame*
Unit 1	Design & Layout: Composition	<u>3</u> weeks
Unit 2	Logos and Branding	<u>5</u> weeks
Unit 3	Symbols & Signs	<u>5</u> weeks
Unit 4	Package Design	<u>5</u> weeks
Unit 5	Typography Design	<u>5</u> weeks

Unit 6	Media in Advertising	<u>4</u> weeks
Unit 7	Illustration Design	<u>4</u> weeks
Unit 8	Advertising History in Design	<u>4</u> weeks
Unit 9	Advertising Campaign	<u>5</u> week

*estimated time frame

Advertising & Design 1

Unit #1: Design Layout: Composition

Pacing: __3_ Weeks

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
How do elements and principals of art create successful compositions? <u>Compelling Question:</u> Why do you remember some advertisements over others? What makes a layout/ composition successful? <u>Supporting Questions:</u> When is breaking the rules successful?	Students will apply knowledge of composition in digital and or hands- on projects. Students will be able to identify the Elements and principals of Art and Design. Students will understand The Elements and Principals and how they pertain to 2- Dimensional design. Students will understand practical applications in creating a successful composition.	Students will be able to identify and differentiate between successful and unsuccessful layouts/ composition ins 2-d design.	Composition Layout Balance Rhythm Harmony Repetition Impact

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
Rubrics	Adobe Illustrator	<u>Black Squares:</u> Hands on approach to layout construction. Using monochromatic squares to define adjectives (ie: dynamic, calm, chaotic, unified etc.) and placement for successful composition.	Videos: https://www.youtube.com/watch?v=a5KYIHnkQB8 https://www.youtube.com/watch?v=A8pSoqEfayU
Critique	Adobe Photoshop		 Magazine samples/ Print material from newspaper.
Presentation	Wacom Tablets	Using “black squares” apply the design into an advertising layout using clipart and text.	Clipart database online: Pixabay https://pixabay.com/
	Digital cameras	Create original layout, using learned information from the previous assignments.	Black and white images/clip art database http://etc.usf.edu/clipart/ http://pics.tech4learning.com/
	Scanner	(Hands on): design a Pictogram that represents a Movie or music in popular culture.	 http://school.discoveryeducation.com/clipart/category/stud1.html Another big database of images: http://classroomclipart.com/

Unit #2:	Logos and Branding	Pacing: <u> 5 </u> Weeks
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<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
What is a logo? What are the basic qualities of a logo? What is a logos main function? <u>Compelling Question:</u> How does your design work as a branding device? <u>Supporting Questions:</u> Does your logo work well in other colors? Can your logo work in black and white? Does your logo work well in other sizes?	Students will Design an original logo, using knowledge of Elements and principals Students will be able to create an original brand from their Logo design. Students will understand what makes and effective Logo. Students will understand the importance of letterhead, stationary business cards, logos and their usage. Students will gain knowledge of historical context and design in their brand.	Students will create an original 2-D brand	Branding Logo Scale Client Color Target Audience Impact Emphasis

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
Rubrics Critique Presentation	Adobe Illustrator Adobe Photoshop Wacom Tablets Digital cameras Scanner	Logo Design Letterhead Business card Stationary (envelope) Logo Design influenced by Art History movements. Menu Design (can introduce a 3-d pop up element for hands on approach.)	<u>Websites:</u> www.Cornermark.com (letterhead & stationary visuals) www.Logopond.com www.identityworks.com www.thinkingwithtype.com www.typotopo.com www.appititeengineers.com <u>Cooper Hewitt: Logo design:</u> http://dx.cooperhewitt.org/lessonplan/logo-design-basics-school-id-2/

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
What is a visual language?	Students will analyze and describe how an image evokes ideas or a connotation	Students will create or utilize a visual language.	Semiotic
<u>Compelling Question:</u>	Students will be able to apply understanding of elements and principals to design visual language.		Non Semiotic
What are the practical applications of visual language?	Students will understand the universal/ cultural impact of symbols.		Symbol
<u>Supporting Questions:</u>	Students will create original symbols as their own visual language		Signs
How does a visual symbol become universal?			Visual language
			Line
			Shape
			Emoji
			Hieroglyphics
			Icon

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
Rubrics	Adobe Illustrator	Roadside design/ Redesign (visual pun design)	Keith Haring (artist reference)
Critique	Adobe Photoshop	Redesign ineffective symbols/ signs	http://www.haringkids.com/lesson_plans/learn/symbols-signs
Presentation	Wacom Tablets	Emoji Self portrait	Emoji database online: http://unicode.org/emoji/charts/full-emoji-list.html
	Digital cameras	Design a tattoo using symbols and Cultural history.	
	Scanner	Henna/ Mehndi hand Design	
		2-Dimensional Totem	

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
What is the purpose of packaging?	Students will develop an understanding of brand identity and its importance in marketing	Students will be able to utilize and conceptualize packaging as an art form.	Protection
What is the function of packaging?	Students will design and create a three dimensional package design that is aligned with their original brand identity	Students will be able to simplify and edit ideas for visual comprehension	Convenience
<u>Compelling Question:</u> What influences people to purchase one brand over another?			Image
<u>Supporting Questions:</u> What are the packages made out of? Why was this material chosen? What information can be found on the packaging			Sustainability
How was it made? If the packaging is a box, what is the net like? Are there any other nets which will make the same box?			Function
			UPC Bar Code
			Shelf Appeal
			Prototype
			Color

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
Rubrics Critique Presentation	Adobe Illustrator Adobe Photoshop Wacom Tablets Digital cameras Scanner	Design package 3-d (Hands on): students will create a package design for a product concept as part of their identity kit. Students will research the different elements that are required on packaging and will find a package template to use for their project. Students will design packaging with all branding elements to tie their identity to Design layout and design for package (digital)	https://www.slideshare.net/ishitasachdeva33/packaging-design-ppt http://www.packaginggraphics.net/visual-package-design.htm https://99designs.com/blog/tips/ultimate-guide-to-product-packaging-design/ <u>Templates:</u> http://boxtemplatesstore.com/

Unit #5: Typography Pacing: 5 Weeks

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
What is typography? <u>Compelling Question:</u> Can typography show emotion? Why do you think there are so many different styles of typography available? <u>Supporting Questions:</u> How can typography play an important role in your advertising and design?	Students will be able to recognize that different fonts (typefaces) have different qualities based on their shape and line quality. Students will understand how the structure of typefaces can communicate strength, power, emotion and personality Students will understand the difference between line and shape and how both play an integral role in the construction of fonts.	Students will have a strong understating of the impact of text in design and layout. Students will create typography and practical applications Using computer programs to create original typefaces.	Bold Serif Sans serif Italic Line Shape Line Quality Typography Typeface

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
Rubrics Critique Presentation	Adobe Illustrator Adobe Photoshop Wacom Tablets Digital cameras Scanner	<u>Zoo typography:</u> Creating the alphabet that represent animals found at the zoo.  <u>Noun Art:</u> Students will choose a person, place or thing as their subject and create the image using only typography in black and white. <u>Emotions:</u> Students will create Typefaces that evoke emotions.	http://artinspired.pbworks.com/w/page/13819726/Typography <u>Book:</u> Visual Literacy: A Conceptual Approach to Graphic Problem Solving, by Judith Wilde and Richard Wilde. http://www.aiga.org/graphic-design-training-curriculum-for-high-school-teachers

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
What is Media Design? <u>Compelling Question:</u> How do companies use target audiences in their advertising? How does the media influence your mind? How does the media influence your body? <u>Supporting Questions:</u> How do you get the news? How do you find out what's going on in the world? What can be used to communicate a message?	Students will be able to understand the vocabulary of the digital and media platforms. Students will be able to design original advertising based in the media platform.	Students will be able to understand and visually represent different layouts and advertising based on Media platforms.	Media Literacy Target Audience Social Media Print Media Digital Media

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
Rubrics	Adobe Premiere	Design website home page template with drop & drag software (Wix/ Webs/ Weebly etc)	Website drop and drag free sites: www.webs.com
Critique	Adobe Illustrator		https://www.wix.com/
Presentation	Adobe Photoshop	(Hands On) Create storyboard for video commercial	https://www.weebly.com/
	Wacom Tablets	or promotional advertisement for social media (Facebook/ Instagram/ twitter)	Vimeo: free movie maker
	Digital cameras		Animoto: movie/ slideshow maker
	Scanner		
	Vimeo		
	Animoto		
	Youtube		

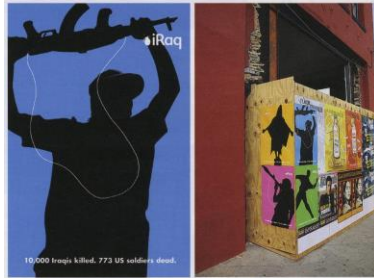
Unit #7:**Illustration Design****Pacing: 4 Weeks**

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
What is unique about an illustration vs a drawing or painting?	Students will comprehend how to become a visual story teller through various 2-d drawing painting and photography techniques.	Students will create a storyboard for a children's book	Visual narrative
<u>Compelling Question:</u> What is visual storytelling?		Students will recognize the difference between a book illustration and marketing illustrations	Literary genre
How is visual storytelling used with social media and branding?	Students will be able to transpose illustration ideas with different Adobe software (ie., Illustrator and Photoshop)	Students will know illustration for a non-reader, early reader and on-going reader	POV
<u>Supporting Questions:</u>			Graphic novel Monomyth (hero's journey)
How does an illustration support or create a narrative?	Students will understand book jacket design	(optional: to learn basics of In Design for design layouts))	Comic art
What are the differences between fictional and non-fictional illustration?	Students will understand the parts of a children's book		Anime
	Students will be able to illustrate for a body of text		

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u> <u>Website:</u>
Rubrics	Adobe InDesign	Create a storyboard	https://www.skillshare.com/classes/The-Art-of-the-Story-Creating-Visual-Narratives/1893972902
Critique	Animoto	Students will create an illustration supporting a children's book (fables, poems, fairy tale, etc.)	https://www.bloomberg.com/news/videos/b/d1eada88-c397-4f9c-acac-b93f49df39fa
Presentation	YouTube	Students will create illustrations for a You-tube website or similar media website.	http://www.sparkol.com/engage/8-classic-storytelling-techniques-for-engaging-presentations/
	Vimeo		https://www.youtube.com/watch?v=VMlpxqeol1c
	Adobe Illustrator		
	Adobe Photoshop		
	Wacom Tablets		
	Digital cameras		
	Scanner		

Unit #8: Advertising History in Design**Pacing: _4_ Weeks**

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
Why is advertising important? What is the role of advertising? <u>Compelling Question:</u> Who invented advertising? What was the first advertisement? <u>Supporting Questions:</u> Has the role of advertising changed throughout the years?	Students will identify time period and key styles of the time. Students will be able to apply knowledge of time periods and History in their designs Students will understand the evolution of products/ images based on the timeline of world events and History. Students will understand the influence of style and trends in their design.	Students will use the history of world events to influence their design style and advertising.	Retro Modern Evolution Gutenberg press Social Injustice

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
Rubrics	Adobe Illustrator	Modern Design: Study the evolution of a brand or company from start to present day and design the current version of their brand/ logo.	Books: The Guerrilla Girls' Bedside Companion to the History of Western art: by the Guerrilla Girls.
Critique	Adobe Photoshop	Retro Design: Students will take a modern company (established in the last 10 years) and design their logo/ brand in the style of a past decade or retro style.	Websites: http://artinspired.pbworks.com/w/page/13819594/Guerrilla%20Girls - Art%20for%20the%20Social%20Conscience
Presentation	Wacom Tablets	Card design: Using art History and the idea of trading card create artist cards for each (3) time periods in Art History. Use the cards to advertise the movement, artist and the style of the time period. (alternatives: deck of card/ tarot cards	http://artinspired.pbworks.com/w/page/13819605/iExpress%20Lesson%20Idea
	Digital cameras		
	Scanner		
		<u>Guerilla Art:</u> Art for the social Injustice. Create advertisement (print) for social injustice issue facing a target audience today. <u>IExpress:</u> Using Iconic Apple advertising design your own series of I... art	
		 LEFT: Forbrow Graphics, iRaq (Blue), 2004. Silk screen, 24 x 36 in. RIGHT: View of "iRaq" series posted in San Angeles, 2004. © Forbrow Graphics	

Unit #9: Advertising Campaign Pacing: 5 Weeks

<u>Essential Question:</u>	<u>Core Student Understanding</u>	<u>Targeted Outcomes</u>	<u>Essential Vocabulary</u>
What are the elements of a campaign? <u>Compelling Question:</u> How does one package a campaign? <u>Supporting Questions:</u> What platforms are relevant to your campaign? What can you do to create buzz?	Students will use their knowledge and units from 1-8 to create their final campaign. Students will be able to design a full scale advertising plan for a brand or logo. Students will understand the importance of each element in advertising and how it plays an integral role to their campaign.	Students will create a full package advertising campaign for a product/ brand. It will include but not limited to the following items: -<i>Print Advertisement</i> -<i>Radio Advertisement</i> -<i>Website Advertisement</i> -<i>Video Advertisement</i> -<i>Social Media</i> -<i>Logo Design</i> -<i>Brand Design</i>	Campaign Production Team Catch phrases Pitches Trending Buzz Viral Marketing Campaigns

<u>Assessment</u>	<u>Technology Used</u>	<u>Activities</u>	<u>Additional Resources</u>
Rubrics	Adobe InDesign	<u>Club/ Department Campaign:</u> Have students use a club or department in school to help brand or design their advertising campaign for the school year.	http://www.rock-your-world.org/category/creating-campaigns/
Critique	Adobe Illustrator		Youtube advertising campaign: https://www.youtube.com/watch?v=mxvY4uWNsec
Presentation	Adobe Photoshop	<u>Original product campaign:</u> Students will design and implement a final campaign to launch a new product from design to production.	Facebook Ad campaign: https://www.youtube.com/watch?v=9nz9JS6KPkM
	Wacom Tablets		Top advertising campaigns: https://www.youtube.com/watch?v=PYS_AamN7Ko
	Digital cameras		
	Scanner		
	Youtube		
	Twitter		
	Facebook		
	Snapchat		
	Instagram		
	Vimeo		
	Animoto		

New York State Learning Standards: Visual Arts

Standard 1: Creating, Performing and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.

Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Students:

- create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints
- create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images
- demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition
- reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly

This is evident, for example, when students:

- ▲ do a series of drawings of posed figures and then incorporate one or more of those figures into a painting to express a specific theme
- ▲ use one medium or technique in more than two works to indicate their skill with that medium or technique
- ▲ develop an idea for a work of art, research the various ways in which that idea has been expressed by other artists and at other times, select the appropriate medium or technique for that work and complete the work
- ▲ produce a computer generated design in which they use their understanding of composition, color, line, space

Standard 2: Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Students:

- select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums
- use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation (b)
- interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions
- understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art

This is evident, for example, when students:

- ▲ select a process or medium for their intended work of art and describe their reasons for that selection
- ▲ interview a professional artist about what that artist does, his/her preparation, the organization of his/her business
- ▲ produce a mixed media work of art which uses the computer image, the camera, the copy machine and other electronic media

Standard 3: Responding to and Analyzing Works of Art Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Students:

- use the language of art criticism by reading and discussing critical reviews in newspapers and journals and by writing their own critical responses to works of art (either their own or those of others)
- explain the visual and other sensory qualities in art and nature and their relation to the social environment
- analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art
- develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life

This is evident, for example, when students:

- ▲ discuss the point of view of a critic in a local newspaper who has reviewed a local exhibition
- ▲ analyze the way in which a work of art by Leon Golub expresses a political point of view
- ▲ write a review of a student exhibition

Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

Students:

- analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey (a)
- examine works of art and artifacts from United States cultures and place them within a cultural and historical context (b) • create art works that reflect a variety of cultural influences (c).

This is evident, for example, when students:

- ▲ compare the way the human figure is depicted in Byzantine art with the way it is depicted in High Renaissance art and explore the reasons for the differences
- ▲ select a style of art from the 20th century, study the characteristics of that style, research one artist who painted in that style and make a work of art using that style but expressing the students' point of view or idea.

Sample Assessments:

Long Island Scholar Artist – GRAPHIC ARTS PORTFOLIO RUBRIC

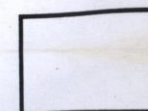
This rubric is intended to holistically assess the 10 piece Media Arts-Graphic Arts portfolio

CRITERIA	2 points	4 points	6 points	8 points	10 points	Pts	Comments
Communicative Properties	Neither clear nor insightful.	Not very clear and/or insightful.	Somewhat clear and insightful.	Generally clear and insightful.	Exceptionally clear and insightful.		
Variety of Media Used	Limited range of media demonstrated.	Engagement with a superficial range of media.	Engagement with a reasonable range of media.	Engagement with a broad range of media.	Superior engagement with a broad range of media.		
Use of Materials & Tools	Demonstrates a weak use of tools / media.	Materials & tools are used in an inconsistent manner.	Shows some degree of success with materials and tools.	Successfully engages with most materials / tools.	Superior use of materials / tools.		
Composition: Use of Elements & Principles of Art	Is composed in a weak manner with little awareness of the Elements & Principles of Art.	Shows an emerging awareness of the Elements & Principles of Art.	Demonstrates a good understanding of the Elements & Principles of Art.	Demonstrates a strong grasp of the Elements & Principles of Art, using them to express a visual idea.	Shows an organized, purposeful composition through the use of the Elements & Principles of Art.		
Level of Conceptual Ideas	Solves problems simplistically. Shows limited artistic decision-making.	More accomplished technically than conceptually.	Shows some manipulation of ideas.	Shows evidence of creative thinking, i.e., it conveys a sense that it is about something.	Addresses complex visual and/or conceptual ideas. Shows evidence of risk-taking.		
Risk Taking	No risk taking demonstrated.	Narrow range of risk taking demonstrated.	Moderate range of risk taking demonstrated.	High range of risk taking demonstrated.	Superior range of risk taking demonstrated.		

Name _____ School District _____

TOTAL SCORE:

January 2010



Long Island Scholar Artist – VISUAL ARTS PORTFOLIO RUBRIC

This rubric is intended to wholistically assess the 10 piece Visual Arts portfolio

CRITERIA	2 points	4 points	6 points	8 points	10 points	COMMENTS	SCORE
Technique / Observational Drawing Skill / Use of Value	Shows weak or awkward technique / lack of skills.	Shows uneven technique with little or no sense of purpose / skill	Shows some technical aspects / skills that are handled well	Successfully engages with most aspects of technique and skills.	Overall, technique / use of skills are superior.		
Variety of Media Used	Limited range of media demonstrated.	Engagement with a superficial range of media.	Engagement with a reasonable range of media.	Engagement with a broad range of media.	Superior engagement with a broad range of media.		
Use of Materials & Tools	Demonstrates a weak use of tools / media.	Materials & tools are used in an inconsistent manner.	Shows some degree of success with materials and tools.	Successfully engages with many materials & tools.	Superior use of materials & tools.		
Composition: Use of Elements & Principles of Art	Is composed in a weak manner with little awareness of the Elements & Principles of Art.	Shows an emerging awareness of the Elements & Principles of Art.	Demonstrates a good understanding of the Elements & Principles of Art.	Demonstrates a strong grasp of the Elements & Principles of Art, using them to express a visual idea.	Shows an organized, purposeful composition through the use of the Elements & Principles of Art.		
Level of Conceptual Ideas	Solves problems simplistically. Shows limited artistic decision-making.	Shows an emerging sense of conceptual Ideas.	Shows some manipulation of ideas.	Shows evidence of creative thinking, i.e., it conveys a sense that it is about something.	Addresses complex visual and/or conceptual ideas. Shows evidence of risk-taking.		
Risk Taking	No risk taking demonstrated.	Narrow range of risk taking demonstrated.	Moderate range of risk taking demonstrated.	High range of risk taking demonstrated.	Superior range of risk taking demonstrated.		

Name _____ School District _____

TOTAL SCORE:

October 2010

6 excellent, 5 strong, 4 good, 3 moderate 2 weak _____

Name:	project 1	project 2	project 3
Date:			
integration of topic			
discovery through investigation originality			
use of elements and principles			
technical competence			

Key Vocabulary Definitions:

(As found within Unit outlines above)

LAYOUT & DESIGN: COMPOSITION:

Composition: the organization of something based on the elements and principles of art

Layout: how a design is presented on a page, web page or video

Balance: is considered the weight of a design with positive and negative space and how those areas are organized symmetrically, or asymmetrically
A way of combining elements to add a feeling of equilibrium or stability to a work of art. Major types are symmetrical and asymmetrical.

Rhythm: A principle of design that indicates movement, created by the careful placement of repeated elements in a work of art to cause a visual tempo or beat

Harmony: A way of combining similar elements in an artwork to accent their similarities (achieved through use of repetitions and subtle gradual changes)

Movement: A principle of design used to create the look and feeling of action and to guide the viewer's eye throughout the work of art.

Repetition: refers to one object or shape repeated; pattern is a combination of elements or shapes repeated in a recurring and regular arrangement; rhythm--is a combination of elements repeated, but with variations. **Repetition**, pattern, and rhythm in a Buddhist mandala.

Impact: **Impact-based advertising** is a form of **advertising** designed to have a lasting psychological **effect** on viewers so they will remember the product or vendor. ... On the Internet, **impact-based advertising** applies mainly to Web-based content although it can take the form of marketing email messages.

Branding: The marketing practice of creating a name, symbol or design that identifies and differentiates a product from other products
a symbol or other design adopted by an organization to identify its products, uniform, vehicles, etc.

Logo:a symbol or other design adopted by an organization to identify its products, uniform, vehicles, etc

Scale: refers to the size of an object (a whole) in relationship to another object (another whole). In **art** the size relationship between an object and the human body is significant.

Client: the person or group that pays for services, in this case advertising

Color: is an element of art An element of art made up of three properties: hue, value, and intensity. • Hue: name of color • Value: hue's lightness and darkness (a color's value changes when white or black is added) • Intensity: quality of brightness and purity (high intensity= color is strong and bright; low intensity= color is faint and dull)

Target Audience: a particular group at which a film, book, advertising campaign, etc., is aimed.

"his stated target audience is children"

Emphasis: is **defined** as an area or object within the **artwork** that draws attention and becomes a focal point. Subordination is **defined** as minimizing or toning down other compositional elements in order to bring attention to the focal point.

Semiotic:the study of signs and symbols and their use or interpretation

Symbol: a mark or character used as a conventional representation of an object, function, or process, e.g., the letter or letters standing for a chemical element or a character in musical notation.

Signs:an object, quality, or event whose presence or occurrence indicates the probable presence or occurrence of something else.

VISUAL LANGUAGE: is a system of communication using **visual** elements.

EMOJI: small digital image or icon used to express an idea, emotion, etc., in electronic communication.

HIEROGLYPHICS: writing consisting of hieroglyphs of the Ancient Egyptians

ICON: a person or thing regarded as a representative symbol of something

TYPOGRAPHY: is the design and use of typefaces as a means of communication

SERIF: fonts are distinguishable by the extra decorative line (style endings) at the ends of the character (examples of serif fonts are Times Roman and Georgia)

SANS SERIF: do not have the extra decorative lines. (examples of sans serif fonts are Arial and Impact)

BOLD: having a strong or vivid appearance

ITALIC: of the sloping kind of typeface used especially for emphasis or distinction and in foreign words

LINE: is an identifiable path created by a point moving in space? It is one-dimensional and can vary in width, direction, and length. **Lines** often **define** the edges of a form. **Lines** can be horizontal, vertical, or diagonal, straight or curved, thick or thin.

SHAPE: is one of the seven elements of **art**. When defining it within the study of **art**, **shape** is an enclosed space. Its boundaries are **defined** by other elements of **art** such as lines, values, colors, and textures

LINE QUALITY: Range in **line quality** heightens descriptive potential: you can describe textures, movement, light, space, etc. ... Even when the subject or content of a drawing is not readily recognizable, varying **line quality** can imply space, movement, light, and so on.

TYPEFACE: a particular design of type

Roman Style, a “thick and thin” letter, often has thickness in different stem places. It usually has “serifs” on each stem end.

Poster Style, bold or general, is very popular and easy to read. It has even thickness in all directions and may or may not have serif endings.

Script is a “connected” letter style, can be thick and thin or even thickness. It usually is “italic” or slanted. It is a very graceful, decorative style.

Unusual or “trademark” text styles are unique and creative. They can be created for specific company logos and are usually copyright protected.

PACKAGE DESIGN: is the discipline of creating the container, graphics and visible outer presence of a product a consumer buys at retail or might receive in the mail. This container may range from a simple bottle and label to an elaborate box or system of boxes and inner **packaging**.

PROTECTION: the transportation of goods/ prevents things from leaking or being stolen or removed. Keeps all elements of a product in place.

CONVENIENCE: The ease and use of decision making.

IMAGE: Shelf appeal/ brand awareness and product company/ consumer values.

SUSTAINABILITY: reduction of environmental impact & the consumer's responsibility

UPC Bar Code - the number and symbol that identifies the exact product in terms of size, color, configuration and other attributes

PROTOTYPE - a model or mock-up of the proposed solution.

MEDIA LITERACY: is the ability to access, analyze, evaluate, and create **media**. **Media literate** youth and adults are better able to understand the complex messages we receive from television, radio, Internet, newspapers, magazines, books, billboards, video games, music, and all other forms of **media**.

Target Audience: a particular group at which a film, book, advertising campaign, etc., is aimed.

Social Media: are computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. ... **Social media** are interactive Web 2.0 Internet-based applications.

Print Media: mass communication in the form of **printed** publications, such as newspapers and magazines.

Digital Media: Refers to audio, video, and photo content that can be easily manipulated, distributed, and rendered (played) by computers, and is easily transmitted over computer

Visual narrative : is a story told primarily through the use of **visual** media. The story may be told using still photography, illustration, or video, and can be enhanced with graphics, music, voice and other audio.

Literary genre: is a category of **literary** composition. Genres may be determined by **literary** technique, tone, content, or even (as in the case of fiction) length. The distinctions between genres and categories are flexible and loosely defined, often with subgroups.

POV: Point of View the position from which something or someone is observed.

Graphic novel: a novel in comic-strip format.

Monomyth (hero's journey): is the common template of a broad category of tales that involve a hero who goes on an adventure, and in a decisive crisis wins a victory, and then comes home changed or transformed.

Comic art: is a [medium](#) used to express ideas by images, often combined with text or other visual information. Comics frequently takes the form of juxtaposed sequences of [panels](#) of images.

Anime: a style of Japanese film and television animation, typically aimed at adults as well as children.

Campaign: an organized course of action to promote a product or service.

Production Team: is the group of technical **staff** who produce a play, television show, recording, or film

Catch phrases: a well-known sentence or phrase, typically one that is associated with a particular famous person.

Pitches; the proposals of an **advertising** agency to promote a product or service.

Trending: change or develop in a general direction. (of a topic) be the subject of many posts on a social media website within a short period of time

Buzz Marketing: is a viral **marketing** technique that is focused on maximizing the word-of-mouth potential of a particular campaign or product, whether that is through conversations among consumers' family and friends or larger scale discussions on social media platforms. **Viral**

Marketing Campaigns: is any **marketing** technique that induces websites or users to pass on a **marketing** message to other sites or users, creating a potentially exponential growth in the message's visibility and effect.

Suggested Field Trips:

1. **NYSATA Artist Studio Workshop: Region 10** (Students spend the day with a practicing artist in their studio space and learn their medium and process. Hands on in various art materials.)
2. **Cooper Hewitt Museum**: 2 East 91st New York, NY
3. **MOMA**: 11 West 53rd Street New York, NY (* PS51 22–25 Jackson Ave, Long Island City, NY)
4. Colleges in NYC: Pratt/SVA/ F.I.T
5. Society of Illustrators:
6. Pentagram (Advertising Agency)