| AinA Design Challenge **Pre-Visit Boothbay** | Project Description |
|---|---|
| Designing Team Name<br>Time Span: 45 mins<br>Grade: 7th<br>Author: Anne, Kristen, Jon | Students will identify elements and principles of design and how they can contribute to successful products through using vocab cards and interacting with a presentation. Students will create text that reflects effective design through using principles of design, and final products will be compared and discussed at the end of the artmaking session. |
| Essential Question | Provoking Questions |
| How can text be effective design? | Where do you see effective design?<br>How do advertisers market to their target audience?<br>What kind of research goes into marketing?<br>Why is design important?<br>What concerns would a designer have? |

Visual Provocation: thumbnail (s)

Posters from Futurspective show:



3 Kid made advertisements

Logo collection made by Che Bob


cityscape with ads EVERYWHERE
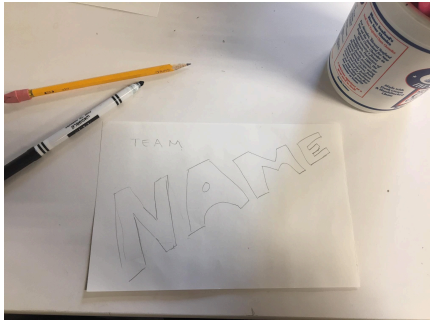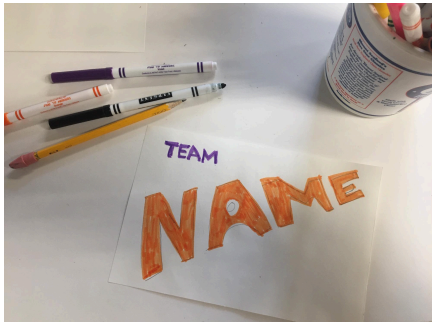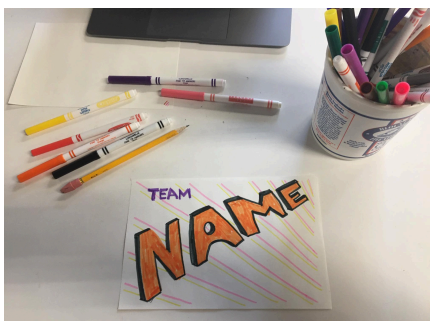

Packaging project for donut loving students

FONTS MATTER

You'll always be mine...♥

YOU'LL ALWAYS BE MINE...

[font choice matters](font choice matters)
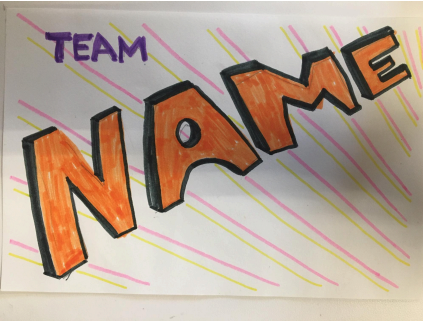
| Maine Learning Results | Lesson Objectives: | Assessment Criteria: |
|---|---|---|
| **1. C1**<br>Students describe and apply creative-thinking skills that are part of the creative problem-solving process.<br>**d.** Originality | 1.<br>Students will make an original team name and use design skills to try to make the most effective design in the class | 1.**C1**<br>**Application of Creative Process** |
| 2.**B2**<br>Students use Elements of Art and Principles of Design to create original artworks that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms. | 2.<br>Students will create a team logo using text and at least 2 elements and principles of design. | 2.**B2**<br>**Composition Skills** |
| 3.**E2**<br>Students explain skills and concepts that are similar across disciplines. | 3..<br>Students will use vocabulary in presentation that is used in marketing | 3. **E2**<br>**The Arts and Other Disciplines** |
| Assessment | | |

3. (Students will use vocabulary in presentation that is used in marketing) Formative Assessment: vocab card activity during slideshow

1+ 2. (Students will create a team logo using text and one or more elements and principles of design.) (Students will make an original team name and use design skills to try to make the most effective design in the class) Summative Assessment: exit ticket activity: in the last 5-10 mins of class, students will spread their mini word designs on a communal table or hang them on the board for everyone to see. Each student will receive a sticky note on which they must write down at least one element/principle of design that they see present in

another student's work. They will place their sticky note under the work they're describing.

| Vocabulary | Materials | Instructional Resources |
|---|---|---|
| **Collaboration**<br>**Collective**<br><br>**Design-** a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is built or made.<br>-to indicate with a distinctive mark, sign, or name<br>-the creative art of executing aesthetic or functional designs<br><br>**Marketing** is the action or business of promoting and selling products or services, including market research and advertising.<br><br>**Logo** a symbol or other design adopted by an organization to identify its products, uniform, vehicles, etc.<br><br>**Ad/Advertisement:** a notice or announcement in a public medium promoting a product, service, or event or publicizing a job vacancy.<br><br>**Client** somebody who buys goods or pays for services.<br><br>**Demographic** a particular sector of a population.<br><br>**Packaging** The wrapping material around a consumer item that serves to contain, identify, describe, protect, display, promote and otherwise make the product marketable and keep it clean.<br><br>**Graphic Design** the art or skill of combining text and pictures in advertisements, magazines, or books.<br><br>**Slogan** a short and striking or memorable phrase used in advertising.<br>-a motto associated with a political party or movement or other group. | Pencils<br>Poster Paper (for vocab)<br>Colored markers<br>Paper<br>Presentation<br>Tape<br>Contact paper<br>Rulers<br>Bistrol board<br><br><br>(students have their own sketchbooks that they keep in classroom) | Agenda written on large poster:<br><br><br>Hanson, D (n.d.) Advertising Techniques: A Project. Retrieved from https://www.upperelementarysnapshots.com/2015/05/advertising-techniques-project.html<br><br>Vocabulary Cards<br><br>Vocab Word Bank<br><br>**Principles of Design Cheat Sheet Elements of Art Cheat Sheet** |

| Elements of Art | Principles of Design: |
|---|---|
| Color | Pattern |
| Line | Contrast |
| Shape | Emphasis |
| Space | Movement |
| Texture | Balance |
| Value | Unity |
| Form | |

| Direct Instruction | Evidence of Making |
|---|---|
| **Part I** (20 mins)<br>**Teacher will…**<br><br>1. (before class) Set up projector/smartboard for presentation, teacher also sets up pieces of masking tape (one piece per vocab card) that will be used during slideshow<br>2. Prep worksheets and vocab cards<br>3. Have students sit at desks (or area where they can see the projection)<br>4. Have sketchbook assignment on the board or projector for when students are coming in and staggered (5 minutes)-<br>    a. In your sketchbook please draw what you ate for breakfast this morning using an element of design (pattern, contrast, emphasis, balance, proportion/scale, harmony or rhythm/movement.)<br>5. (Once all the students are in the class and everyone has had a couple minutes for the sketchbook assignment) Hand out vocab cards (*see vocabulary above*) (one per student)<br>6. Hand out word bank worksheet (*see worksheet below)* (one per student)<br>7. (before beginning presentation) explain directions of using vocab cards-<br>    a. Every student has a different vocab word associated with design written on a card. They are also written all in the word bank on the worksheet so all students can see all the words, even though they only have one word on their cards.<br>    b. Teacher will cycle through slides while having a discussion about what is being shown. When students think that they can apply their vocab card, they will raise their hand and say their word.<br>    c. If teacher agrees that their vocab word can be applied to the current slide, student can come up and get a piece of tape and stick word to the board.<br>    d. Teacher and/or student will discuss how the word was relevant to the image being shown.<br>8. Begin presentation (see 'presentation' below) and discuss exhibition at MECA ICA which includes images from the show and the principles of design.<br>9. Facilitate conversation of exhibition images relating it to the principles of design and allow for students to partake in the vocab card activity<br>10. Use opportunities of students participation in activity to discuss whether class agrees with students choice to pair vocab card with images.<br>11. If all vocab words aren't used by the end of the presentation have students state their words and go back through the presentation and make suggestions where they could go<br>12. Once all vocab cards are used and presentation is over students will be ready to do activity<br>**Part II** (25 mins)<br>**Teacher will…** | <br>Image 1: students are given paper and have a choice of media<br><br><br>Image 2: It's a good idea for students to sketch out their idea but it's not required.<br><br><br>Image3 : Add multiple elements of design if possible<br><br><br>Image 4 |

1. Explain assignment to class
   a. Each student will be tasked with designing their team names on a piece of paper.
   b. Working with the elements of design they must try to make their text the most impactful, or effective design.
   c. Use the elements and vocab we just went over and use the images we just showed from the ICA show as guidance or inspiration.
   d. parameters?
2. Designate which students will be in which team based on their homeroom class. They will not need to sit in or near the same group because they'll all be working independently until the critique.
3. Students will individually come up with unique names for their homerooms and they will be used later during the ICA game when they will select one.
4. Hand out markers, colored pencils or any other media.
5. Suggest student draw it out on the paper before they color it to make any adjustments and to have a cleaner finished product.
6. Allow students 15 minutes to work
7. Remind students they have the word-bank worksheet for reference
8. Circulate to help, give time remaining warnings
9. (After 10-15 minutes) have students spread their mini word designs on a communal table or hang them on the board for everyone to see. Each student will receive a sticky note on which they must write down at least one element/principle of design that they see present in another student's work.
10. Prompt students to discuss why and how they techniques, elements of design they use were effective and most impactful.
11. Allow 2-3 minutes for clean up (*see 'clean up' below*)

Image 5 : finished product example showing, emphasis, movement, pattern, and contrast

| Clean up | Technology |
|---|---|
| Students will place whatever they were using (markers, colored pencils, rulers, etc) back where they got them from<br>Teachers will collect the materials the students used after cleaning them up. | Projector/smartboard |

| Accommodations/Modifications |
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| Every student will have a word-bank of all of the vocab words being discussed, as well as elements and principles cheat sheets, so if a student who is having trouble defining/applying the vocab word they were assigned to during the slideshow another student can help. Vocab Word Bank<br><br>Tables or desks will be arranged in a way so that all students can see the projector easily.<br><br>Students who have a hard time paying attention will be moved to more appropriate table if necessary.<br><br>Early finishers can create a second team logo on pre-cut contact paper that they can use as a sticker. This will not be collected by the teacher, and will just be something fun for the students to keep. |

| Printables: Worksheets, Assessments. etc. |
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| Elements and Principles word-bank worksheet: **Principles of Design Cheat Sheet** , **Elements of Art Cheat Sheet** |

Presentation: **Pre-visit Boothbay middle school presentation**

Formative Assessment: vocab card activity during slideshow

Summative Assessment: exit ticket activity: in the last 5-10 mins of class, students will spread their mini word designs on a communal table or hang them on the board for everyone to see. Each student will receive a sticky note on which they must write down at least one element/principle of design that they see present in another student's work. They will place their sticky note under the work they're describing.