

Timeline
 Art III: Graphic Design: Intro to typography

Subject: Graphic Design	Level: III	Grade: 11-12	6 weeks: 1	Estimated time frame: 5 day(s)
Overview: Classroom introduction and brief overview of the principals of design. Introduce typography and discuss types of text.				
Connection to Prior Learning: Design Principals learned in Art I and Art II.				
<p>Introduction to lesson/Unit: Day 1-2: Introduction to the design principals and basic understanding of the use of text in communication.</p> <p>Day 3-5: Project based on typography given verbally to simulate real life experience such as listening to verbal directions over the phone.</p>	<p>Concept Taught:</p>	<p>Design principals and the importance of the use of text in communication.</p>		
	<p>TEKS:</p>	<p style="text-align: center;"><i>§117.54. Art, Level III.</i></p> <p>(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Drawing III, Painting III, Printmaking III, Fibers III, Ceramics III, Sculpture III, Jewelry III, Photography III, Art History III, Graphic Design III, Electronic Media III, the College Board Advanced Placement (AP) Drawing Portfolio, AP Two-Dimensional Design Portfolio, AP Three-Dimensional Design Portfolio, AP History of Art, International Baccalaureate (IB) Art/Design SL Option A, IB Art/Design SL Option B, IB Art/Design HL (one credit per course). The prerequisite for Art History III, Graphic Design III, AP Two-Dimensional Design Portfolio, AP Three-Dimensional Design Portfolio, AP History of Art, IB Art/Design SL Option A, IB Art/Design SL Option B, and IB Art/Design HL is one credit of any Art II course. The prerequisite for all other Level III art courses is one credit of Art II in the corresponding discipline.</p> <p>(b) Introduction. (1) Four basic strands-- perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are</p>		

		<p>expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.</p> <p>(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.</p> <p>(c) Knowledge and skills.</p> <p>(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:</p> <p>(A) analyze visual characteristics of natural and human-made subjects in a variety of ways, illustrating flexibility in solving problems, creating multiple solutions, and thinking imaginatively;</p>
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		<p style="text-align: right;">and</p> <p>(B) analyze visual qualities to express the meaning of images and symbols, using precise art vocabulary.</p> <p style="padding-left: 40px;">(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:</p> <p style="text-align: right;">(A) solve visual problems by planning and attempting a variety of solutions;</p> <p>(B) solve visual problems and develop multiple solutions for designing ideas, clarifying presentations, and evaluating consumer choices, using design skills; and</p> <p>(C) select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiberart, jewelry, photography/filmmaking, and electronic media-generated art.</p> <p style="padding-left: 40px;">(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:</p> <p style="text-align: right;">(A) study a selected period, style, or movement in art;</p> <p>(B) trace influences of various cultures on contemporary artworks; and</p> <p>(C) analyze a selected career opportunity in art, identifying the</p>
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		<p>training, skills, and plan of action necessary for realizing such a goal.</p> <p>(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:</p> <p>(A) select artworks for a personal portfolio based on evaluation of developmental progress, competency in problem-solving, and a variety of visual ideas; and</p> <p>(B) analyze original artworks, portfolios, and exhibitions to form conclusions about formal qualities, historical and cultural contexts, intents, and meanings and to show innovation and provide examples of in-depth exploration of one or more themes.</p> <p>.</p> <p>(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:</p> <p>(A) study a selected historical period or style of art;</p> <p>(B) analyze specific characteristics of artworks in various cultures; and</p> <p>(C) select and research career and avocational choices in art..</p> <p>(3) Historical/cultural heritage. The student demonstrates an understanding of art history and</p>
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<p>What Teacher Does: present information through the use of digital projector and design books.</p>		
<p>What Students Do: Students work on typography assignments.</p>		
<p>Product: Typography assignment on layout paper.</p>		
<p>Formative Assessments: rubric for Graphic Design assignments.</p>		

Rubric: To come

Links/references: To come