



WEST SHORE SCHOOL DISTRICT

Learning Module

Title of Module	Communication Design	Grade Level	9-12
Curriculum Area	COMPUTER ART	Time Frame	1-4 Weeks

Desired Results

Transfer Goals

Students will be able to:

- In Graphic Design, artists create visual means of communication that employ the elements and principles of art to effectively express meaning, ideas, information and feeling.

Key Learning/Big Ideas

Understand the art elements and principles of design as it relates to digitally produced works of art.

- Know, understand, and apply the elements and principles of art to computer-based design.
- Safely work with tools, materials, equipment, and technological concepts and processes
- Recognize and understand the historical and cultural context of various artists and art movements
- Students will be able to describe, interpret, analyze, and critically judge artwork
- Make informed responses based upon personal aesthetic choices

Content and Reading and Writing Standards

CC.3.5.11-12.G.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.B.

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.G.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Essential Questions

Unit EQ:

- How do artists effectively communicate meaning, ideas, information and feeling through visual media?

LEQ:

- How can images, shapes, color and font play a role in what a design communicates to the viewer?
- What might influence a graphic designer's decision making in regard to media selection?
- How have artists over time communicated ideas and information through visual design?
- How have the events of history been

Vocabulary (Best Practices)

Utilize concepts & competencies to add to vocabulary

Graphic Design
Font
Consumer
Target Audience

<p>reflected in design?</p> <ul style="list-style-type: none"> • What constitutes an effective design? • How might the alteration of COMPOSITION and COLOR impact works of art? 	
<p>Concepts Students will know...</p>	<p>Skills/Competencies (I Can...) Based on LEQs Students will be able to...</p>
<ul style="list-style-type: none"> • To understand how the elements of art can be incorporated into communicating an effective design. • Identifying themes through production that represent the current culture. • To understand the importance of procedure relating to the software and computer that conveys a safe and continuously accessible environment for learning. • Being able to convey traditions and common themes through the art produced. • Using critical thinking in the production of artwork as it relates to other students and professional artists. Understanding how the artwork effects various target audiences through aesthetic response 	<ul style="list-style-type: none"> • Incorporating the elements and principals in art to create a successful composition that communicates effectively to the target audience • What influences effect art today with communication and how have past artists handled the culture to convey ideas and themes • Knowing what how events in the past and present have been represented in design • Understanding what represents an effective design and how to manipulate what the viewers perspective by altering the color and composition

Assessment Evidence

Formative Assessment

Formative Assessments monitor student learning to provide ongoing feedback, the following assessments utilized are:

- Project rubrics
- Written reflection
- Observation
- Studio production
- Critiques
- Discussions
- Sketchbook/journaling

Summative Assessment

Evaluate student learning at the end of an instructional unit, the following assessments utilized are:

- Final Project
- Critique
- Written Reflection

Best Instructional Practices

Subject Specific Best Practices

- Extended Thinking
- Summarizing
- Vocabulary in Context
- Advance Organizers
- Non-verbal Representation
- Integration of Webb's Depth
- Integration of 21st Century Skills
- Reading and writing across disciplines
- Differentiated options

Resources

Student	Teacher
https://artsedge.kennedy-center.org/educators.aspx http://www.artlex.com http://www.sqart.org http://www.artassocfhbg.com http://www.yorkarts.org http://www.artcyclopedia.com	National Arts Standards Pennsylvania Department of Academic Standards PDE SAS Visual Art

Adapted from Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (ppk)

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