

**Fair Lawn Public Schools**  
**Fair Lawn, NJ**



**Intermediate Graphic Design**

**Full Year Course - Grade 10-12**

**July 2013**

Ms. Deborah Viscardi, Department Supervisor  
Christine Knudsen and Jodi Zielinski, Curriculum Authors

**Table of Contents**

I. Fair Lawn District Mission Statement ..... 3

II. Department of Fine Arts Mission Statement ..... 3

III. National and State Standards ..... 4, 5

IV. Course Synopsis (Course Description) ..... 6

V. Benchmarks..... 7

VI. Scope and Sequence..... 7-10

VII. Goals/Essential Questions/Objectives/Instructional Tools/Activities ..... 10-25

VIII. Course Assessment ..... 26-29

**Fair Lawn District Mission**

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience.

We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline, responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

### **Department of Fine Art Mission Statement**

The course offerings of the Fine Art Department provide all Fair Lawn High School students the opportunity to grow aesthetically; to develop and expand a critical awareness of their cultural heritage; and to acquire the skills needed to distinguish the fine from the mundane. The intent is to help students increase their perception and awareness of the environment, to encourage an imaginative and creative approach to problem solving, and to develop self-discipline and confidence. The varied courses offered by the Fine Art Department are designed to challenge all students to achieve higher levels of performance and appreciation.

## **New Jersey Core Curriculum Content Standards**

### **Visual Arts:**

Standard 1.1 (the creative process) all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.

Standard 1.2 (history of the arts and culture) all students will understand the role, development, and influence of the arts throughout history and across the cultures.

Standard 1.3 (performance) all students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.

Standard 1.4 (aesthetic responses and critique methodologies) all students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

For more specific details go to: <http://www.state.nj.us/education/cccs/standards/1/index.html>

### **Cross Curricular Core Content Standards**

The units in this curriculum reflect the integration of the New Jersey Language Arts/Literacy, Mathematics, Science, Social Studies, Technology Literacy, and 21<sup>st</sup>-Century Life and Careers Core Curriculum Content Standards.

These integrated standards are:

Language Arts/Literacy – CCCS 3.1.E 1-5; 3.1.F 1-2; 3.1.H 1-7; 3.2.A 1-13; 3.2B 8-10; 3.2.C 1-5, 7, 9; 3.2.D 2, 4, 12; 3.3.A 1-3, 5; 3.3.B 5-6; 3.3.C 1-3; 3.4, 3.5.A 1-8; 3.5.B 1-7; 3.5.C 1-4

Mathematics – CCCS 4.2: 4.4.A 1-3; 4.4 B 1-2; 4.4 C 1; 4.5 E 1-3

Science – CCCS 5.2.P.A.1; 5.2.8.A.3; 5.2.4.B.1; 5.2.12.C.2

Social Studies – CCCS 6.1.P.D.1,2,3,4; 6.1.12.D.3.e; 6.1.12.D.8.b; 6.1.12.D.14.f

Technology Literacy – CCCS 8.1; 8.2

21<sup>st</sup>-Century Life and Careers – CCCS 9.1; 9.2

### **Common Core State Standards Initiative (2010)**

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

**Examples of these standards:**

**RL.9-10.7.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus)

[njccs.nj.gov/](http://njccs.nj.gov/)

**Course Synopsis**

The arts have been a part of society from the very beginning, describing, defining, and deepening the human experience. Graphic design, a form of visual communication, adds dimension to the environment we live in and enriches our daily experience. The way in which we see the world is constantly changing. Graphic design both reflects and helps to shape the world around us. It provides a new visual language and molds our perception of reality. In the fast-paced technological society of today, it is advantageous to be literate and capable in numerous technology-based media for future application in life. Knowledge of design principles, composition, typography, photography, color, computers, software, and many other vital components of visual literacy are increasingly important in today's global society. A majority of corporations and industries have in-house designers for their visual communication needs including: newsletters, advertisements, magazines, newspapers, and web design. In order to become visually literate, it is important to understand the theory, history, and culture of graphic communication. By enabling students to further investigate theories and software and master practical visual arts skills, we are providing them with a valuable resource for the rest of their lives and helping them to successfully attain their future goals.

Intermediate Graphic Design will change the way the student identifies and relates to visual communication. It will effectively impart that both critical thinking skills and knowledge of strategy, analysis, audience assessment, application, and graphic design concepts are necessary proficiencies of a successful Graphic Designer. In visual communication of any kind, verbal and visual elements of communication are indivisible. Imagery and words are processed similarly today; therefore, a designer must treat words with the same respect that is accorded to graphics. The use of the most up-to-date technology, including current software and hardware, along with hands-on experience will allow students to effectively combine the "word" with "art." Students will comprehend the necessity of devising a design plan based on research and understanding of a problem. Intermediate Graphic Design will provide students with competence in typography, color, art, illustration, photography, sketches, layouts and up-to-date technology including professional software, graphic printers, scanners and digital cameras. Students will acquire a basic understanding of printing, production, public relations, newsletters, advertising, magazine layouts, newspapers and Internet capabilities.

### **Course Benchmarks**

1. The student will be able to recognize and reproduce effective visual communication

2. The student will be able to understand and utilize appropriate vocabulary in discussing, both written and verbal, their work and the work of others.
3. The student will be able to transform the way technology is viewed as an art media
4. The student will be able to utilize the common vocabulary of a graphic designer
5. The student will be able to catalyze enthusiasm, perspective and creation
6. The student will be able to create order through function
7. The student will be able to engage the audience and convey messages
8. The student will be able to demonstrate advanced skills in Adobe Suite technology.

## **Scope and Sequence**

### **Marking Period 1**

#### **Unit I – The Creative Process**

##### **Studio Skills – Create a sketchbook/ pamphlet**

The student will be able to measure, fold, cut and saddle stitch a sketchbook for their first project, including and understanding die cuts.

#### **Unit II – The Elements and Principles of Design**

##### **Critical Analysis**

The student will be able to understand and utilize appropriate vocabulary in discussing, both written and verbal, their work and the work of others.

#### **Unit III – Arts & Culture**

##### **The History of Logo Design**

The student will be able to gain an appreciation of the origins of Logo Design and prominent works of various cultures throughout history, and how Logos have developed over time.

#### **Unit IV –The Creative Process**

##### **Illustration – branding through icons**

The student will be able to concept, sketch and finalize logo design icons with Adobe Illustrator.

### **Marking Period 2**

#### **Unit V – Arts & Culture**

##### **The History of Typography**

The student will be able to gain an appreciation of the origins of Typography and prominent works of various cultures throughout history, and how typography has developed over time.

### **Unit VI – The Creative Process**

#### **Typography – Communication**

The student will be able to demonstrate the ability to illustrate the meaning of a word through the use of font style and manipulation of the letterform.

### **Unit VII – The Creative Process**

#### **Typography – Finalizing a logo**

The student will be able to demonstrate the ability to research font styles appropriate for their product logo and demonstrate kerning, tracking and overall unity between their icon and type style.

### **Unit VIII – The Creative Process**

#### **Typography – Creating a Typography poster**

The student will be able to demonstrate the ability to research strong typography posters, recreate in Adobe Illustrator and modify for their own purpose.

## **Marking Period 3**

### **Unit IX – Arts & Culture**

#### **The History of Packaging Design**

The student will be able to gain an appreciation of the origins of packaging design and prominent works of various cultures throughout history, and how packaging has developed over time.

### **Unit X – The Creative Process**

#### **Studio Skills – Packaging construction**

The student will be able to measure, score, cut, fold, and glue a basic box from a flat design.

### **Unit XI – The Creative Process**

#### **Packaging design and creation**

The student will be able to concept their own package for a product, design and create their own die strike in Adobe Illustrator. They will also measure, score, cut, fold, and glue their own design.

### **Unit XII – The Creative Process**

#### **iMovie – Creating a Video/commercial**

The student will be able to demonstrate the ability to storyboard, shoot video and edit a commercial for a product. They may work as a team or independently.

## **Marking Period 4**

### **Unit XIII – The Creative Process**

#### **Environmental Design - Signage**

The student will be able to research and concept restroom signage for a business of their choice.

**Unit XIV – The Creative Process**

**Personal Expression – CD cover design**

The student will be able to evaluate their own music tastes, create a song list and design a CD cover that expresses their taste in music through personal design style.

**Unit XV – The Creative Process**

**Adobe In-Design – various printed projects**

The student will be able to create various layout designs for their self in In-design on projects such as: Freelance Invoice, Resume, Graduation Invitation, Senior Scrapbook layout, and Cell Phone Case design.

**Unit XVI – The Creative Process**

**Final Project – Final Portfolio**

The student will be able to set up a digital portfolio in In-design showing all their work and comp it into a hard cover book by designing a personal book cover design, printing spreads in printer “booklet” spreads, spray gluing, bookbinding, etc.

**Marking Period 1**

**Unit I The Creative Process**

**Studio Skills – Create a sketchbook/pamphlet**

**Goal 1: The student will be able to measure, fold, cut and saddle stitch a sketchbook for their first project, including and understanding die cuts.**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**

**The student will be able to:**

- 1.1. Create a sketchbook/pamphlet (1.1, 1.2)
- 1.2. Create a pamphlet to specific dimensions. (1.1, 1.2)
- 1.3. Identify terms and techniques in basic bookmaking (1.5)

**Essential Questions/ Sample Conceptual Understandings**

**Essential Questions**

What are the origins of bookmaking?

What is the importance of proper measuring when creating a book?

What is the importance of clean die cuts in graphic design?

**Enduring Understandings**

Form and function are influenced by the needs of a culture and/or society

Proper technique is essential in successful outcomes

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Learning Activities:**

Demonstration (Review from Studio Graphics):

Foundations of bookmaking (measuring, scoring, folding, die cutting, saddle stitch) (*knowledge*)

**Small Group Activity:**

Peer Coaching: Students will work in groups of two practicing cutting straight lines with a ruler and exacto knife. Students will coach each other, observing and correcting proper technique as they work. (*comprehension, application, evaluation*)

**Individual Activity:**

Each student will create a single pamphlet that meets the following criteria:

Measures exactly 3.5 x 5", 16 page, saddle stitched, with two covers (one die cut)

(*Application, synthesis*)

**Assessment:** Group Critique (evaluation) Grade based on rubric guidelines: Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/ Responsibility

**Unit II The Elements and Principles of Design**

**Critical Analysis**

**Goal 2: The student will be able to understand and utilize appropriate vocabulary in discussing, both written and verbal, their work and the work of others.**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)****The student will be able to:**

- 2.1. Identify appropriate Design vocabulary and utilize to explain individual works Design(1.1,1.3)
- 2.2. Identify the elements and principles of design and apply them to individual works Design (1.3)
- 2.3. Create a written critical analysis of a piece of Graphic Design art (1.1,1.3,1.4)

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

How does each of the elements of design support each other in a final Graphic Design composition?

What is the role of form and function in Graphic Design?

How does having the ability to communicate about Graphic Design assist in creating it?

**Enduring Understandings**

By studying the works of the masters, we can improve our own technique

Communicating about art can increase technical skill and problem solving abilities.

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Resources:**

Communication Arts Monthly magazine, Graphics Magazine

**Learning Activities:**

Distribute vocabulary sheet, to be completed by student as the terms are covered. (*knowledge*)

**Class Activity:**

Project an image of a piece of Graphic Design on the board. To the side of it, write each of the elements and principles of design, leaving a blank space next to each one. As a class, go over the definition of each one. Select one student for each term to write on the board, how the element or principle is demonstrated in the work of art. (*Evaluation, Analysis, Comprehension*)

**Individual activity:** Distribute a chart that outlines each of the elements and principles of design. Using brief or one-word answers, students should respond to a selected work of art for each term. Using the chart as a guide, students will create a written critical analysis, in paragraph form, using the following guidelines for organization:

I. Describe II. Analyze III. Interpret IV. Evaluation (*evaluation, analysis, comprehension*)

**Unit III - Arts & Culture****The History of Logo Design**

**Goal 3: The student will be able to gain an appreciation of the origins of Logo Design and prominent works of various cultures throughout history, and how Logos have developed over time.**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)****The student will be able to:**

- 3.1 Understand the use of Logo design through the ages to Contemporary society(1.1,1.5)
- 3.2. Understand how history and culture effect the various periods of logo development.(1.5)
- 3.3. Explore how Contemporary Design is influenced by historical methods of production?(1.5)

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

How have cultures used Graphics (logo/icon design) as a means of function and expression through the ages?

What are common uses of graphic identity throughout history?

How are Contemporary Artists influenced by traditional methods of production?

**Enduring Understandings**

Art and culture are reflections of historical events and influenced by each other

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Instructional Tools :**

PowerPoint: Introduction to Logo design and branding identity (*knowledge*)

**Resources:**

Text: *History of Nike Swoosh, FedEx, BMW logos (Google)*

**Learning Activities:**

Small group activity: Students will assemble a “collection” of logos from products that are similar to their own, utilizing the computer as a means for research. For each piece of artwork collected, indicate the elements and principles of Art and Design used and function, if any, of the work of art. Each group will present their art collection to the class. (*Knowledge, application*)

**Assessment** Reference images will be graded on the following criteria:

Accuracy, Creativity, Effort

**Unit IV The Creative Process****Illustration – Branding through Icons**

**Goal 4: The student will be able to concept, sketch and finalize logo design icons with Adobe Illustrator**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)****The student will be able to:**

- 4.1. Recreate a variety of popular logo icons to learn techniques in Adobe Illustrator (1.1, 1.2)
- 4.2. Create a variety of own icons utilizing new skills. (1.1, 1.2)
- 4.3. Identify various logo design styles (1.5)

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

What are the origins of branding and logo design?

What is the importance of logo designs?

What is the importance of branding identity in a product?

**Enduring Understandings**

Form and function are influenced by the needs of a culture and/or society

Proper technique is essential in successful outcomes

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Learning Activities:**

Demonstration (tutorials and one on one assistance in Adobe Illustrator):

Foundations of Logo design (research, brainstorm, sketch, illustrate)

Finishing and finalizing three icon designs (*knowledge*)

**Small Group Activity:**

Peer Coaching: Students will work in groups of two practicing illustration techniques in Adobe Illustrator. Students will coach each other, observing and correcting proper technique as they work. (*comprehension, application, evaluation*)

**Individual Activity:**

Each student will create three icon logos that meet the following criteria:

Communicates something about the product, variety in color and style. Students will create one conservative, one crazy design, and one somewhere in the middle. (*Application, synthesis*)

**Assessment:** Group Critique (evaluation) Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

**Marking Period 2****Unit V – Arts & Culture****The History of Typography**

**Goal 5: The student will be able to gain an appreciation of the origins of Typography and prominent works of various cultures throughout history, and how typography developed over time.**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**

**The student will be able to:**

- 5.1. Understand the use of typography through the ages to Contemporary society(1.1,1.5)
- 5.2. Understand how history and culture effect the various periods of typography development.(1.5)

**Essential Questions/ Sample Conceptual Understandings**

**Essential Questions**

How have cultures used typography as a means of function and expression through the ages?

What are common uses of typography throughout history?

How are Contemporary Artists influenced by traditional methods of production?

**Enduring Understandings**

Art and culture are reflections of historical events and influenced by each other

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Instructional Tools :**

PowerPoint: Introduction to Logo design and branding identity (*knowledge*)

**Resources:**

Fonts.com

**Learning Activities:**

Small group activity: Students will assemble a “collection” of logos from products that are similar to their own, utilizing the computer as a means for research. For each piece of artwork collected, indicate the elements and principles of Art and Design used and function, if any, of the work of art. Each group will present their art collection to the class. (*Knowledge, application*)

**Assessment** Reference images will be graded on the following criteria:

Accuracy, Creativity, Effort

**Unit VI - The Creative Process**

**Typography – Communication**

**Goal 6: The student will be able to demonstrate the ability to illustrate the meaning of a word through the use of font style and manipulation of the letterform.**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)****The student will be able to:**

- 6.1. Identify the works of Contemporary Graphic Designers (1.5)
- 6.2. Create a word illustration using only type and manipulation of letterforms (1.1, 1.2)
- 6.4. Demonstrate an understanding of the elements and principles of design (1.3)

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

What inspires the contemporary Graphic Designer? What does it mean to be “altered?”

What are some methods used in contemporary design to alter typography?

What are some computer techniques that can be introduced in typography?

**Enduring Understandings**

The success of experimentation and risk are contingent upon trial and error and educated guessing.

Proper technique is essential in successful outcomes

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Learning Activities:**

PowerPoint Presentation: Introduction to Contemporary Graphic Designers- focus on the works of Paula Scher and Paul Rand (*knowledge*)

**Individual Activity:**

Students will Illustrate the meaning of a word with font style and computer techniques only.

(*application, synthesis*)

**Assessment:**

Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

**Unit VII - The Creative Process****Typography – Finalizing a logo**

**Goal 7: The student will be able to demonstrate the ability to research font styles appropriate for their product and demonstrate kerning, tracking and unity between their icon and type style.**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)****The student will be able to:**

- 7.1. Identify the works of Contemporary Graphic Designers (1.5)
- 7.2. Create and deconstruct a current logo design identifying font style (1.1, 1.2)
- 7.3. Utilize assorted techniques in their final logo design (1.1, 1.2, 1.3)
- 7.4. Demonstrate an understanding of the elements and principles of design (1.3)

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

What inspires the contemporary Graphic Designer? What does it mean to be “altered?”

What are some methods used in contemporary Design to alter a logo?

What are some techniques that can be introduced in logo design and typography?

**Enduring Understandings**

The success of experimentation and risk are contingent upon trial and error and educated guessing.

Proper technique is essential in successful outcomes

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Learning Activities:**

PowerPoint Presentation: Introduction to Logo design - focus on the works Pushpin Studios and Pentagram (*knowledge*)

**Individual Activity:**

Students will create a final logo combining their icon and typography to communicate the style and personality of their product. (*application, synthesis*)

**Assessment:**

Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

**Unit VIII - The Creative Process****Typography – Creating a Typography poster**

**Goal 8: The student will be able to demonstrate the ability to research strong typography posters, recreate in Adobe Illustrator and modify for their own purpose.**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)****The student will be able to:**

- 8.1. Identify the works of Contemporary Graphic Designers (1.5)
- 8.2. Create and deconstruct a Poster Design with only Typography (1.1, 1.2, 1.3)
- 8.3. Demonstrate an understanding of the elements and principles of design (1.3)

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

What inspires the contemporary Graphic Designer? What does it mean to be “altered?”

What are some methods used in contemporary design to alter typography?

What are some computer techniques that can be introduced in typography in poster design?

**Enduring Understandings**

The success of experimentation and risk are contingent upon trial and error and educated guessing.

Proper technique is essential in successful outcomes

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Learning Activities:**

PowerPoint Presentation: Introduction to Contemporary Graphic Designers- focus on the works of Paula Scher and Paul Rand (*knowledge*)

**Individual Activity:**

Students will recreate a typography poster design for the Fair Lawn Arts Festival (using only typography) and must modify/alter the design to make it original. Students will vote on best poster design to be used for actual art show. (*application, synthesis*)

**Assessment:**

Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

**Marking Period 3****Unit IX - Arts & Culture****The History of Packaging Design**

**Goal 9: The student will be able to gain an appreciation of the origins of packaging design and prominent works of various cultures throughout history, and how packaging developed over time.**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**

**The student will be able to:**

- 9.1. Understand the use of packaging design through the ages to Contemporary society(1.1,1.5)
- 9.2. Understand how history and culture effect the various periods of packaging development.(1.5)
- 9.3. Explore how Contemporary Design is influenced by historical methods of production?(1.5)

**Essential Questions/ Sample Conceptual Understandings**

**Essential Questions**

How have cultures used packaging design as a means of function and expression through the ages?

What are common uses of packaging design throughout history?

How are Contemporary Artists influenced by traditional methods of production?

**Enduring Understandings**

Art and culture are reflections of historical events and influenced by each other

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Instructional Tools :**

PowerPoint: Introduction to packaging design and branding identity (*knowledge*)

**Resources:**

<http://www.1stwebdesigner.com/inspiration/showcase-creative-beautiful-package-designs/>

<http://www.onextrapixel.com/2010/08/13/35-unique-interesting-product-packaging-designs/>

<http://slodive.com/design/cool-packaging-design/>

<http://abduzeedo.com/tags/packaging-design>

**Learning Activities:**

Small group activity: Students will assemble a “collection” of packages from products that are similar to their product. For each piece of artwork collected, indicate the elements and principles of Art and Design used and function, if any, of the work of art. Each group will present their art collection to the class.

*(Knowledge, application)*

**Assessment** Reference packages will be graded on the following criteria:

Accuracy, Creativity, Effort

**Unit X - The Creative Process**

**Studio Skills – Packaging Construction**

**Goal 10: The student will be able to measure, score, cut, fold, and glue a basic box from a flat design.**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)****The student will be able to:**

- 10.1. Create and comp a box(1.1, 1.2)
- 10.2. Create and comp a box to specific dimensions. (1.1, 1.2)
- 10.3. Identify terms and techniques in basic packaging construction (1.5)

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

- What are the origins of packaging design?  
 What is the importance of proper measuring when creating a package/box?  
 What is the importance of clean die cuts in graphic design?

**Enduring Understandings**

- Form and function are influenced by the needs of a culture and/or society  
 Proper technique is essential in successful outcomes

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Learning Activities:**

Demonstration (Review from Studio Graphics):  
 Foundations of packaging design (measuring, scoring, folding, die cutting, tuck flaps, glue tabs)  
*(knowledge)*

**Small Group Activity:**

Peer Coaching: Students will work in groups of two practicing cutting straight lines with a ruler and exacto knife. Students will coach each other, observing and correcting proper technique as they work.  
*(comprehension, application, evaluation)*

**Individual Activity:**

Each student will construct a three dimensional cube that meets the following criteria:  
 Measures exactly 2" cubed, with tuck flaps and glue tabs properly folded and held together.  
*(Application, synthesis)*

**Assessment:** Group Critique (evaluation) Grade based on rubric guidelines: Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/ Responsibility

**Unit XI The Creative Process**  
**Packaging Design and Creation**

**Goal 11: The student will be able to concept their own package for a product, design and create their own die strike in Adobe Illustrator. They will also measure, score, cut, fold, and glue their own design.**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**

**The student will be able to:**

- 11.1. Research a variety of packaging designs interesting to the designer (1.1, 1.2)
- 11.2. Concept, brainstorm, sketch three different designs inspired by the research (1.1, 1.2)
- 11.3. Create a die strike Adobe Illustrator with a final design, print and comp (1.1, 1.2, 1.3)
- 11.3. Identify various packaging design styles (1.5)

**Essential Questions/ Sample Conceptual Understandings**

**Essential Questions**

- What are the origins of packaging design?
- What is the importance of packaging designs?
- What is the importance of branding identity in a product?

**Enduring Understandings**

- Form and function are influenced by the needs of a culture and/or society
- Proper technique is essential in successful outcomes

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Learning Activities:**

- Demonstration (tutorials and one on one assistance in Adobe Illustrator):
- Foundations of packaging design (research, brainstorm, sketch, illustrate, comp)
- Finessing and finalizing package design (*knowledge*)

**Small Group Activity:**

- Peer Coaching: Students will work in groups of two practicing die strike creation in Adobe Illustrator. Students will coach each other, observing and correcting proper technique as they work. (*comprehension, application, evaluation*)

**Individual Activity:**

- Each student will create a package design that meets the following criteria: Communicates something about the product, variety in color and style. Craftsmanship in construction. (*Application, synthesis*)

**Assessment:** Group Critique (evaluation) Grade based on rubric guidelines:

- Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

**Unit XII The Creative Process**

**IMovie – Creating a Video/commercial**

**Goal 12: The student will be able to demonstrate the ability to storyboard, shoot video and edit a commercial for a product. They may work as a team or independently.**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**

**The student will be able to:**

- 12.1. Research a variety of commercials interesting to the designer (1.1, 1.2)
- 12.2. Concept, brainstorm, sketch storyboards inspired by the research (1.1, 1.2)
- 12.3. Create a commercial shooting video on iPhone, editing in I-movie, uploading to YouTube (1.1, 1.2)

**Essential Questions/ Sample Conceptual Understandings**

**Essential Questions**

- What are the origins of commercials?
- What is the importance of video media?
- What is the importance of branding identity video media in a product?

**Enduring Understandings**

- Form and function are influenced by the needs of a culture and/or society
- Proper technique is essential in successful outcomes

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Learning Activities:**

- Demonstration (tutorials and one on one assistance in I-movie):
- Foundations of commercial and storyboarding (research, brainstorm, sketch, illustrate, produce)
- Finishing and finalizing video editing (*knowledge*)

**Small Group Activity:**

Peer Coaching: Students will work in groups to concept, shoot and edit their commercial. Students will coach each other, observing and correcting proper technique as they work. (*comprehension, application, evaluation*)

**Individual Activity:**

Each student will create a storyboard and video commercial that meets the following criteria: Shows the product (packaging), Communicates what makes the product unique, between 30 seconds and 1 minute, demonstrates editing techniques. (*Application, synthesis*)

**Assessment:** Group Critique (evaluation) Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

**Marking Period 4**

**Unit XIII - The Creative Process****Environmental Design - Signage**

**Goal 13: The student will be able to research and concept restroom signage for a business of their choice.**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)****The student will be able to:**

- 13.1. Identify the works of Contemporary Graphic Designers (1.5)
- 13.2. Create a pair of restroom signs that fit the personality of chosen business(1.1, 1.2)
- 13.3. Demonstrate an understanding of the elements and principles of design (1.3)

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

What inspires the contemporary Graphic Designer? What does it mean to be “altered?”

What are some methods used in contemporary design to alter signage?

What are some materials and environmental considerations that can be introduced in signage?

**Enduring Understandings**

The success of experimentation and risk are contingent upon trial and error and educated guessing.

Proper technique is essential in successful outcomes

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Learning Activities:**

PowerPoint Presentation: Environmental design (*knowledge*)

**Individual Activity:**

Students will research, brainstorm, design/illustrate restroom signage and Photoshop into an image of the business environment to show how the design would appear in its environment. (*application, synthesis*)

**Assessment:**

Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

**Unit XIV - The Creative Process****Personal Expression – CD Cover design**

**Goal 14: The student will be able to evaluate their own music tastes, create a song list and design a CD cover that expresses their taste in music through personal design style.**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**

**The student will be able to:**

- 14.1. Identify the works of Contemporary Graphic Designers (1.5)
- 14.2. Create and comp into a CD case a music cover design for personal song list (1.1, 1.2)
- 14.3. Utilize assorted techniques from any Adobe program in their final CD design (1.1, 1.2, 1.3)
- 14.4. Demonstrate an understanding of the elements and principles of design (1.3)

**Essential Questions/ Sample Conceptual Understandings**

**Essential Questions**

What inspires the contemporary Graphic Designer? What does it mean to be “altered?”

What are some methods used in contemporary Design to alter a music cover?

What are some techniques that can be introduced in cd case design?

**Enduring Understandings**

The success of experimentation and risk are contingent upon trial and error and educated guessing.

Proper technique is essential in successful outcomes

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Learning Activities:**

PowerPoint Presentation: Introduction to CD cover design (*knowledge*)

**Individual Activity:**

Students will create a song list that expresses their personality and who they are at this stage in their life.

They will design a CD cover that communicates the feeling and personality of their musical choices combining their knowledge of illustration, typography and all Adobe Creative Suite Programs.

**(application, synthesis)**

**Assessment:**

Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

**Unit XV - The Creative Process**

**Adobe In-Design – Various Printed Projects**

**Goal 15: The student will be able to create various layout designs for their self in In-design on projects such as: Freelance Invoice, Resume, Graduation Invitation, Senior Scrapbook layout, and Cell Phone Case design.**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**

**The student will be able to:**

- 15.1. Identify the works of Contemporary Graphic Designers (1.5)
- 15.2. Create and layout designs for a personal invoice, resume, graduation invitation, senior scrapbook spread layout and cell phone case design. (1.1, 1.2, 1.3)
- 15.3. Demonstrate an understanding of the elements and principles of design (1.3)

**Essential Questions/ Sample Conceptual Understandings**

**Essential Questions**

What inspires the contemporary Graphic Designer? What does it mean to be “altered?”

What are some methods used in contemporary design to alter layout design?

What are some computer techniques that can be introduced in layout design?

**Enduring Understandings**

The success of experimentation and risk are contingent upon trial and error and educated guessing.

Proper technique is essential in successful outcomes

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Learning Activities:**

PowerPoint Presentation: how to write a spec sheet and produce designs for print (*knowledge*)

**Individual Activity:**

Students will create designs for typical layout freelance projects for personal including but not limited to: a personal invoice, resume, graduation invitation, senior scrapbook spread layout and cell phone case design. (*application, synthesis*)

**Assessment:**

Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/

Responsibility

**Unit XVI - The Creative Process  
Final Project – Final Portfolio**

**Goal 16: The student will be able to set up a digital portfolio in In-design showing all their work and comp it into a hard cover book by designing a personal book cover design, printing spreads in printer “booklet” spreads, spray gluing, bookbinding, etc.**

**Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**

**The student will be able to:**

- 16.1. Create and layout a digital file for presentation of personal work (1.5)
- 16.2. Create and design a book cover for personal design portfolio (1.1, 1.2, 1.3)
- 16.3. Print and comp hard cover portfolio (1.1, 1.2, 1.3)
- 16.4. Demonstrate an understanding of the elements and principles of design (1.3)

**Essential Questions/ Sample Conceptual Understandings**

**Essential Questions**

What inspires the contemporary Graphic Designer? What does it mean to be “altered?”

What are some methods used in contemporary design to present own personal work?

What are some computer techniques that can be introduced in portfolio design and production?

**Enduring Understandings**

The success of experimentation and risk are contingent upon trial and error and educated guessing.

Proper technique is essential in successful outcomes

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**

**Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

**Learning Activities:**

Smart board tutorial on setting up digital document, and printing in “printer” booklet spreads for construction (*knowledge*)

**Individual Activity:**

Students will layout and design their own personal design portfolio incorporating all projects from the year. They will also design a book cover, print the entire document and comp their work in a hard cover book format. (*application, synthesis*)

**Assessment:**

Grade based on rubric guidelines:

Elements & Principles, Creativity & Originality, Effort & Perseverance, Craftsmanship/Skill, Attitude/Responsibility

# Assessment

## **How to Critique and Write about Art**

The following steps—description, analysis, interpretation and evaluation— are the steps in a formal critique. It is called the Feldman method. It is an established critique method that has been used by students and professionals alike for over 50 years.

Please respond to the following sections in paragraph form, using complete sentences. Use the questions provided as a guide to provide you with information for your paragraphs.

### **Describe (first paragraph)**

This stage is like taking inventory. You want to come up with a list of everything you see in the work. Stick to the facts. Imagine that you are describing the artwork to someone over the telephone.

#### LIST

Name of artist, title of project, or material used to define the project.

Since this is an in-class critique of another student's work, simply list their name.

For example, "This is a critique of Judy Blume's glass fused final project"

#### NOTE FIRST IMPRESSION

Make a note of your first spontaneous reaction to the artwork. By the end of the process you may understand your first impression better or you may even change your mind. There are no wrong answers.

### **Analyze (second paragraph)**

Try to figure out what the artist has done to achieve certain effects. You should refer to your first impressions and try to explain how the artwork achieves that reaction.

Q. Use the vocabulary you learned in class. For example, fusing, slumping, jump ring, contrast, positive and negative space, etc.

Q. How are the elements of art (color, shape, line, texture, space, form, value) and the principles of design (balance, contrast, emphasis, movement/rhythm, unity, variety) used in this artwork?

Q. What do you notice about the artist's choice of materials?

Q. What grabs your attention in the work? Refer to your first impression.

### **Interpret (third paragraph)**

Try to figure out what the artwork is about. Your own perspectives, associations and experiences meet with "the evidence" found in the work of art. All art works are about something. Some art works are about color, their subject matter, and social or cultural issues. Some art works are very accessible — that is, relatively easy for the viewer to understand what the artist was doing. Other works are highly intellectual, and might not be as easy for us to readily know what the artist was thinking about.

Q. What is the theme or subject of the work? What mood or emotions does the artwork communicate?

Q. What is the work about; what do you think it means?

Q. Why do you think that artist created this work? (in this case, why did they choose this subject?)

Q. What do you think the artist's view of the world is?

**Judgement/Evaluate (fourth paragraph)**

This is a culminating and reflecting activity. You need to come to some conclusions about the artwork based on all the information you have gathered and on your interpretations. Evaluate the craftsmanship and technique.

Q. Does the work communicate an idea?

Q. Are you moved by the work?

Q. Have your thoughts or feelings about the artwork changed since your first impression?

If so, how? What made you change your mind?

Q. If not, can you now explain your first reaction to the work?

Q. What have you seen or learned from this work that you might apply to your own artwork or your own thinking?

**Idea Sketch**

After critiquing and evaluating this artwork, create several idea sketches and chose one to illustrate what the student could do to improve their work if they were to recreate it from start to finish. You are essentially resolving any problems with the project by redesigning the piece, keeping what you thought was strong in the piece and changing anything you thought was weak or suggesting another option on how to improve the piece or simply to do it differently. Your sketch must clarify the new direction and label areas where you might suggest using any non-traditional materials. Think about some of the other projects you saw during our class critique for inspiration.

Your sketch must have your name and period in the top left corner on a blank piece of paper. The illustration must be detailed, in color that would show the visual changes on the entire piece. You may write descriptive words with arrows pointing to your sketch of materials or techniques you would use to help explain your idea. Use colored pencils to add color to your design, and color neatly as if you were going to present your work to the MoMA store catalogue trying to sell your idea to be produced professionally.

Refer to the rubric to determine expectations for 100% grade.

Category	Written Critique Criteria	
----------	---------------------------	--

Graded Skills	Art work Criteria					
	6	7	8	9	10	
<b>Description</b>	Descriptions are not detailed or complete.	Makes a detailed description of some of the subject matter and/or elements seen in a work.	Makes a detailed description of most of the subject matter and/or elements seen in a work.	Makes a complete and detailed description of the subject matter and/or elements seen in a work.	Detailed description of the subject matter and/or elements seen in a work is above and beyond requirements.	
<b>Analysis</b>	Student has difficulty identifying the dominant elements.	Describes some dominant elements and principles used by the artist, but has difficulty describing how these relate to the meaning or feeling of the artwork.	Accurately describes a couple of dominant elements and principles used by the artist and accurately relates how these are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Accurately describes several dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Accurately describes many dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	
<b>Interpretation</b>	Student has difficulty interpreting the meaning of the work.	Student expresses how the work makes him/her feel personally.	Student identifies the literal meaning of the work.	Forms a somewhat reasonable hypothesis about symbolic or metaphorical meaning and is able to support this with evidence from the work.	Forms an incredible hypothesis about symbolic or metaphorical meaning and is able to support this with evidence from the work.	
<b>Evaluation</b>	Evaluates work as good or bad based on personal taste with little to no supporting details.	Tries to use aesthetic criteria to judge artwork, but does not apply the criteria accurately.	Uses 1-2 criteria to judge the artwork.	Uses 3-4 criteria to judge the artwork, such as composition, expression, creativity, design, medium, communication of ideas.	Uses more than 4 criteria to judge the artwork, such as composition, expression, creativity, design, medium, communication of ideas.	
<b>Mechanics and word usage</b>	Grammar, Spelling, word usage is inappropriate; Several errors that severely detract from meaning. Little to no use of elements & principles of design terminology.	Grammar, Spelling, word usage is mostly appropriate; Few errors that do not detract from meaning. Some use of elements & principles of design terminology.	Grammar, Spelling, Word Usage, is appropriate; Little to no errors. Use of elements & principles of design terminology.	Grammar, Spelling, Word Usage, is appropriate; No errors. Good use of elements & principles of design terminology.	Grammar, Spelling, Word Usage, is above expectations; No errors. Incredible use of elements & principles of design terminology.	
	Total					

	6	7	8	9	10
<b>Elements &amp; Principles</b>	Project incomplete or complete but shows no evidence of understanding elements/ principles, no planning	Project complete but shows little evidence of planning or understanding elements/principles	Project shows adequate understanding of elements/principles, evidence of some planning	Project planned carefully, several preliminary sketches, used elements/ principles effectively to create successful composition	Project planned carefully, multiple preliminary sketches, used elements/ principles effectively to create strong composition
<b>Creativity &amp; Originality</b>	Project incomplete or finished with no evidence of experimentation, originality or creativity expressed	The student tried an idea but it lacked originality; substituted "symbols" for personal observation; unoriginal or copied.	The student tried 2-3 ideas before selecting one; or based his or her work on someone else's idea; solved the problem in a logical way.	The student explored several choices before selecting one; generating many ideas; tried unusual combinations or changes on several ideas; demonstrated understanding problem solving skills.	The student explored many choices before selecting one; generating multiple ideas; tried unusual combinations or changes on several ideas; demonstrated understanding problem solving skills. Above and beyond expectations.
<b>Effort &amp; Perseverance</b>	Project unfinished or completed only after many prompts/ ideas/physical help & solutions from others	Project finished with minimum effort/met minimum requirements with no extra effort	Project finished with hard work but some details lacking	Project finished with maximum effort.	Project finished with maximum effort, went well beyond requirements
<b>Craftsmanship /Skill</b>	Project finished with no attention to details, quickly thrown together	Project finished but somewhat messy	Project finished with most details, minor flaws present	project beautifully/ carefully made	project beautifully/ carefully made, above and beyond expectations
<b>Attitude /Responsibility</b>	Student off task, lack of thought for materials, sought ways to avoid work	Student completed minimal work, often off task	Student worked consistently, assisted with preparation and cleanup	Student worked consistently and enthusiastically toward project, mature behavior	Student worked consistently and enthusiastically toward group goals, mentored others needing help, mature behavior
Total					