Class: Digital Art	**Grade Level:** 7th/8th grade	**Topic:** Media Literacy **Title:** How to read (and create) graphic design

Standards: (VA:Re8.1.7) Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed

Supporting Lessons Standards: (VA:Cr1.2.7) Develop criteria to guide making a work of art or design to meet an identified goal. (VA:Cr2.1.7) Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. (VA:Cr2.3.7) Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Learning Targets:

Lesson 1 (day 1): I can predict why a graphic designer used different visual components in their artwork to convey specific ideas by locating potential artistic elements. (Group)

Lesson 1 (day 2-3): I can compare my predictions to graphic design content taught by discussing with my group of peers what overlaps. (Group)

Supporting Lesson 2: I can create a graphic design for a made up product or event by combining various graphic design content to illustrate a particular purpose. (Individual)

Key Vocabulary:	**Materials:**
Tier 2: prediction, message/theme/purpose/meaning, hypothesis Tier 3: graphic design, hierarchy of size, color, shapes, layout	Lesson 1: 1. Digital and physical handouts of a variety of products/advertisements. This way I can make sure the images have a variety of graphic design techniques and a clear message. 2. A selection of paper strips each labeled with a 1, 2, 3 or 4 for students to be grouped. 3. Notebook paper or chromebooks for student notes. 4. Reusable handouts and digital copies of questions to have students compare predictions to graphic design content. 5. Reusable handouts and digital copies of graphic design content. 6. Powerpoint resources and Flipped Video access

Flipped Content: A variety of videos for students to watch beforehand if they choose or at the beginning of a class or subject change in class.
1. Videos of graphic design techniques. Break into 2-3 concepts per video to keep videos short.

2. Video showing a sample prediction analysis based on an image that students don't get a chance to choose. Have my children participate, even if off screen to show some group work.
3. Video example of how to take predictions and compare to graphic design content.

Lesson Sequence

Day 1 Gathering: Students will grab a slip with their number. They will look at a projected image of a product/advertisement, etc. and be asked to quietly think their answer to the question: What do you notice in this image?

Day 1 Intro and Practice Activities:

1. Students will be instructed on the variety of graphic design examples we will be able to choose to look at and why these are the types they can choose from. Ask: What do you think these types of images have in common?

Day 1 Activities:

1. Students will be asked to break up into groups of about 4 based on the number they chose earlier.
2. I will show the Video example of how to make predictions
3. There will be a table and a powerpoint with graphic design images to choose from. Each group will take a turn choosing 1 of the images so that there are no repeats.
4. Students will take their image to a table, they will all look at the image. Students will independently look at their image and take about 2-3 minutes of quiet think time to note things they see in the image that they see.
5. Students will then discuss with their group their findings and a notetaker will combine a list of things they see.
6. Students will be asked to create a hypothesis of what they think the goal/message/purpose etc of the image is and how some of the things they saw support this purpose.
7. Students will share the purpose they identified and 2 things that supported it.
8. Students will hand in their visual and their notes.

Day 2 Gathering: Students will write an answer to: What is something you learned from yesterdays activity?

Day 2 Intro and Practice Activities:

1. Students will be instructed on the goal for the day and how we will build on what they did yesterday.
2. Students will receive some instruction on terminology like graphic design and reminders of vocab like color, line, and shape.

Day 2 Activities:

1. Students will get in their groups and be given back image
2. Students will watch the first video of graphic design content
3. They will be asked to individually and quietly note to themselves whether they see those graphic design content present
4. Then students will have a chance to discuss with their group for a couple minutes and make a new page of notes based on any new findings they make.
5. I will be walking around to check with each group to make sure they get the idea of what they will be doing for the day.
6. Students will continue with what they did in the intro/practice
7. Watch next video
8. Think time, discuss, write until all graphic content covered
9. Students will work individually to write what they learned that was new and how this compared to the previous days work

Day 3 Gathering: Students will think about what it means to compare something and how they could show their comparisons (i.e. graphic organizers)

Day 3 Intro and Practice Activities:

1. Students will be instructed on the goal for the day.
2. Students watch how to take predictions and compare to what you learned about graphic design content.

Day 3 Activities:

1. Students will have a little time in their groups to discuss how the notes they made yesterday about graphic design content in their images matches up and/or differs from their predictions.
3. They will take a few notes individually as they talk as a group. They will then decide if their understanding of the purpose for the piece is still accurate or what they would change.
4. Students will then break up and write a summary of where they were and where they ended in what was important that they saw in the image and how it supports the final determined purpose of the creator.
5. A few students will be asked to share out (I will have been walking around throughout so I will have a few students that I have prepped to share their findings).

Links to Prior Knowledge: Students will have already learned what color, line and shape are and different vocabulary associated with them.

<u>Student Voice & Choice:</u> Students will get to choose what image they look at as a group. Students will be making their own predictions and hypothesis. Students will have a chance to share as a group and as individuals. Eventually when we get to the 2nd lesson students will have choice of what materials, subject and purpose they have in creating their own work of art.