

HS UPDATED Visual Arts and Graphic Design

Huntingdon Area School District

UNITS (7/7 SELECTED)

SUGGESTED DURATION

 Unit 1: What is Graphic Design/Overarching Resources	<i>10 lessons</i>
 Unit 2: Logos	<i>20 lessons</i>
 Unit 3: Color Theory	<i>15 lessons</i>
 Unit 4: Posters	<i>23 lessons</i>
 Unit 5: Websites	<i>22 lessons</i>
 Unit 6: Infomercials	<i>20 lessons</i>
 Unit 7: Final Product	<i>70 lessons</i>

Unit 1: What is Graphic Design/Overarching Resources

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UNIT OVERVIEW

Students will explore the merge of technology art. They will focus on real-life application, infusing design elements and technology methods, the basics in visual marketing. They will design logos, create posters, websites, and a variety of marketing tools. They will ultimately develop a visual product portfolio.

STANDARDS/EXPECTATIONS

International Society for Technology in Education (ISTE) - National Technology Standards for Students (2016)

1 1a 3 6a 6b

Pennsylvania - Grade 9-12 - Arts and Humanities

9.1.12.A 9.1.12.B 9.1.12.E 9.1.12.I

National Core Arts - High School Proficient - Visual Arts

VA:Cr1.1.HSI VA:Re7.2.HSI

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A 15.4.12.K 15.9.12.B

BIG IDEAS

Big Ideas

- **Technology is fast paced and everchanging, students need to be able to evolve and apply their knowledge to meet the changing needs in a digital society.**
- **Technology is a resource for creating**
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Unit 1: What is Graphic Design/Overarching Resources

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ESSENTIAL QUESTIONS

Essential Questions

- What career options exist for Graphic Designers?
- How can I transfer prior knowledge to new technology in order to use a program I'm unfamiliar with?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know current graphic design trends.	Students will create a design using one or more of the current design trends.

Unit 1: What is Graphic Design/Overarching Resources

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EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description	
Design Trend Project	Project-based	After viewing the trending styles, students will create a project emulating the style of one or more trends using a software or application of their choice.	

Unit 2: Logos

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UNIT OVERVIEW

Students will be able to identify company logos and the basic components that make a logo effective.

They will research and report on the evolution of an established and effective company's logo. Students will create several logos using learned criteria.

STANDARDS/EXPECTATIONS

National Core Arts - High School Proficient - Visual Arts

VA:Cr1.1.HSI

VA:Cr1.2.HSI

VA:Re7.2.HSI

Pennsylvania - Grade 9-12 - Arts and Humanities

9.1.12.B

9.1.12.A

9.2.12.D

9.1.12.C

9.4.12.B

9.2.12.J

International Society for Technology in Education (ISTE) - National Technology Standards for Students (2016)

1

1a

1c

1d

3c

4

4b

6a

6b

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A

15.4.12.G

BIG IDEAS

Big Ideas

- Logos are a visual mark that represents a company or brand. They can be a simple word mark, a graphic symbol, or a combination of both.
- The basic components of an effective logo are: simplicity, flexibility, and meaning.
- Logos evolve over time.

Unit 2: Logos

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ESSENTIAL QUESTIONS

Essential Questions

- What are the components of an effective logo?
- How does a logo change over time?
- What tools and materials can be utilized to create a logo design?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know: Logos should be unique and clever, clearly reflect the brand, use effective color techniques, include a name, and be simplistic in design.	Students will need to do: Students will create a logo for a given company in a unique scenario.
Students will know: the importance of connecting with a target audience and be sure logos remain relevant from generation to generation.	Students will need to do: a presentation of logos of major companies and how they have changed over time, i.e. - Nike, Coke, Apple.
	Students will create: a school spirit logo or monogram logo

Unit 2: Logos

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EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
School Spirit/Monogram Logo	Formative	Students will use Adobe Express, Canva, or another recent app or program in order to create a school spirit logo with defined perimeters such as color and elements.
Company Logo Scenario	Summative	Students will use a program of choice in order to design and create a company logo based off of a mock scenario that they are given.
Evolution of a Logo Presentation	Project-based	Students will study the evolution of a logo from an established company and create a presentation using Google Slides, Power Point, Canva, or another presentation source that is approved.

Unit 3: Color Theory

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UNIT OVERVIEW

Students will learn the role that color plays in a marketing scheme and have an understanding of their influence on design and the consumer.

STANDARDS/EXPECTATIONS

National Core Arts - High School Proficient - Media Arts

MA:Cn10.1.HSI.a

International Society for Technology in Education (ISTE) - National Technology Standards for Students (2016)

1

1c

National Core Arts - High School Proficient - Visual Arts

VA:Re7.2.HSI

Pennsylvania - Grade 9-12 - Arts and Humanities

9.1.12.A

9.1.12.C

BIG IDEAS

Big Ideas

- Psychology of Color and it's connection to marketing
- **Basic Color Wheel relationships: Primary, Secondary, Tertiary/Intermediate, Complementary, Neutral**
- **Color contrast as it relates to font and text**
-

Unit 3: Color Theory

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ESSENTIAL QUESTIONS

Essential Questions

- What emotions and ideas are associated with different colors?
- What role does color play in the world of marketing?
- How can color relationships be utilized with intention to create visual appeal?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know that colors are associated with feelings and meanings and that those associations can be different depending on a specific culture or demographic.	Students can research color psychology information and apply their findings to answer questions about the associations of specific colors.
Students will be aware of the relationships that colors share and how the color wheel can be used as a guide to understanding these relationships.	Students will be able to create a cookie and icing color wheel to practice and demonstrate their knowledge of color mixing secondary and tertiary colors from the primaries.
Students will understand that there are specific colors that tend to represent certain areas of business, i.e. Blue- trustworthy & banking.	Students will apply their color psychology knowledge to the concept of business marketing and explain why a business may have chosen a specific group of colors to represent themselves, their products or services.

Unit 3: Color Theory

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EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Color Psychology Google Form	Formative	This is a google form that guides students through an in depth look at ten different colors and the meaning associated with them.
Cookie Color Wheel	Project-based	Students demonstrate the mixing of all colors on a 12 part color wheel using only the three Primaries to start. This is done with icing.

ATTACHMENTS

 4th Period Color Psychology Assessment

 The Psychology of Color Information Sheet

Unit 4: Posters

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UNIT OVERVIEW

Students will understand that poster design is a component of advertising and when specific design compositions, color theories, and font styles are chosen and targeted at a specific audience, they can be effective marketing tools.

STANDARDS/EXPECTATIONS

International Society for Technology in Education (ISTE) - National Technology Standards for Students (2016)

1 1a 1c 1d 3 3c 4 4a 4b 6a 6b 6d

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A 15.4.12.G

Pennsylvania - Grade 9-12 - Arts and Humanities

9.1 9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.J 9.1.12.K 9.2.12.D 9.2.12.L 9.4.12.B

9.1.12.D

National Core Arts - High School Proficient - Visual Arts

VA:Cr1.1.HSI VA:Cr1.2.HSI VA:Re7.2.HSI

Unit 4: Posters

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BIG IDEAS

Big Ideas

- **There are six basic poster compositions: Grid, Quadrant Grid, Rule of Thirds, Oval, Zorro, and Perspective**
- **Word hierarchy with font can be achieved using color, size, and placement in design.**
- **Target audience can be reached through pop culture references.**
- **There are six basic font styles: serif, modern serif, san serif, slab serif, decorative/ornamental, and script**

ESSENTIAL QUESTIONS

Essential Questions

- What is a target audience and what are slogans?
- How are focal points created using different poster templates?
- How do font choices effect meaning and emotion?
- What are the elements of pop culture?
- How can I use traditional art materials and tools in order to collage the elements of a poster?

Unit 4: Posters

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will recognize how pop culture is used to appeal to a target audience.	Students will use a template to create a poster with a specific theme using their peers as a target audience.
Students will recognize six different design layouts and be able to use one to create an effective poster.	Students will create a presentation identifying the 6 different design layouts using movie posters, campaign posters, book covers, CD covers, car advertisements, and/or magazine covers and using Google Slides, Keynote, or Canva. Presentation will include an explanation and the use of lines to prove their design composition.
	Students create a poster that advertises a school event or National Day Celebration to a target audience of their choice.
<div style="border: 1px solid black; padding: 5px;"> Students will be familiar with traditional art tools and materials such as: Cricut, Sizzex Die Cut Machine and know what types of papers and adhesives are appropriate to use with each. </div>	Students will create a collaged poster of a National Day of Celebration: i.e. National Love Your Pet Day

Unit 4: Posters

HS UPDATED Visual Arts and Graphic Design

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Southern Alleghenies Template Poster	Formative	Students will study Southern Alleghenies marketing posters and recognize their connection to pop culture slogans.
Keynote Design Composition	Summative	Students will find posters representing the six different poster design layouts and denote line markings on them to show their understanding of layouts.
Digital Target Audience Poster	Formative	Students will be guided through the process of creating an original poster focusing on one specific design composition of their choice.
Collage Poster	Summative	Students will make choices about their materials and tools to create a final collaged poster demonstrating their understanding of design composition, target audience, color theory, font choice, and materials choice.

Unit 5: Websites

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UNIT OVERVIEW

Students will understand that: effective websites are excellent marketing tools for consumers and society.

STANDARDS/EXPECTATIONS

International Society for Technology in Education (ISTE) - National Technology Standards for Students (2016)

1 1a 1c 1d 3 3c 4 4b 6 6a 6b 6d

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.3.12.D 15.4.12.A 15.4.12.G

Pennsylvania - Grade 9-12 - Arts and Humanities

9.1 9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.E 9.1.12.K

BIG IDEAS

Big Ideas

- Pages of a basic product website are: Homepage, Product Page, Shopping page, and Contact Page
- Pages of a basic portfolio website are: Introductory/About Me, Work portfolio, education/resume, and references
- Effective software for basic website creation includes but is not limited to Adobe Express, Canva, and Wix.com

ESSENTIAL QUESTIONS

Essential Questions

- What are the design elements that make a good website?
- What information should be included in an effective website?
- How can a good website be created using Adobe Express, Canva, or Wix.com?

Unit 5: Websites

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know: that good websites include an appropriate color scheme, consistent fonts, relevant information, and communicate a clear idea withint 3-5 seconds of viewing the homepage.	Students will need to do: analyze and evaluate a variety of websites, both good and bad, for necessary information and design components
Students will learn the tool bars of Adobe Express and Canva and how to manipulate a design template.	Students will use Adobe Express or Canva to create a personal portfolio.

Unit 5: Websites

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EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Website Elements Identification Form	Formative	Students will look at several websites within a specific category. They will use the below Website Elements document to guide them in identifying a "good" and "bad" site.
Personal Portfolio	Summative	Students will design and create a personal education portfolio to be used in job applications, for college acceptance, and/or for their Senior Symposium.

Home_page_requirements_for_digital_portfolio.pub [close](#)

Home_page_requirements_for_digital_portfolio.pdf [close](#)

Homepage_critique.pdf [close](#)

Homepage_critique.pub [close](#)

Education_section_requirements_for_digital_portfolio_-_2023-24.pub [close](#)

Education_Section_Requirements_-_2023-24.pdf [close](#)

Education_Section_Critique_-_2023-24.pdf [close](#)

Education_Section_Critique_-_2023-24.pub [close](#)

Beyond_the_Classroom_Section_-_2023-24.pub [close](#)

Beyond_the_Classroom_Section_-_2023-24.pdf [close](#)

Beyond_the_Classroom_Section_Critique_2023-24.pdf [close](#)

Unit 5: Websites

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Standards

Upload Files

ATTACHMENTS



Website Elements

Unit 6: Infomercials

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UNIT OVERVIEW

Students will be introduced to infomercials and their purpose and be able to identify the marketing components used to create them.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Arts and Humanities

9.1.12.A

9.1.12.B

9.1.12.C

9.1.12.D

9.1.12.E

National Core Arts - High School Proficient - Visual Arts

VA:Cr1.1.HSI

VA:Cr1.2.HSI

BIG IDEAS

Big Ideas

- Elevator Speeches
- Infomercials
- As Seen on TV
- Shark Tank

ESSENTIAL QUESTIONS

Essential Questions

- What is an infomercial?
- How can different technologies be utilized to create an infomercial?

Unit 6: Infomercials

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know the essential elements of an infomercial: target audience, catch phrase, features and benefits, cost, and how to make a purchase.	Students will create an infomercial using the appropriate format: jpeg, pdf, mp3, and mp4
Students will know the purpose of an elevator speech.	Students will be able to write and deliver with confidence an elevator speech to concisely share an idea.

Unit 6: Infomercials

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EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Identify Infomercial Elements Form	Formative	Students will complete the form below while viewing As Seen on TV infomercials or Shark Tank Elevator Speeches.
Write Elevator Speech	Formative	Students will plan and compose an elevator speech and recite it to peers and for Product Fair judges.
Create Product Infomercial	Project-based	Students will use technology resources such as iMovie, canva, Adobe Express, etc. to plan, design, and create a product infomercial less than two minutes in length.

Unit 7: Final Product

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UNIT OVERVIEW

Students will create a visual marketing plan for an As Seen on TV-mock product concept. They will present the information at a Product-Fair where they will be judged on their work by small business owners and employees from the community.

STANDARDS/EXPECTATIONS

International Society for Technology in Education (ISTE) - National Technology Standards for Students (2016)

1 1a 1c 1d 3 3d 4 4a 4b 6 6a 6b 6c 6d

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.3.12.B 15.3.12.D 15.3.12.I 15.4.12.A 15.4.12.G 15.9.12.B 15.9.12.I

Pennsylvania - Grade 9-12 - Arts and Humanities

9.1 9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.E 9.1.12.J 9.4.12.B

National Core Arts - High School Proficient - Visual Arts

VA:Cr1.1.HSI VA:Cr3.1.HSI VA:Pr5.1.HSI VA:Re7.2.HSI VA:Cn10.1.HSI

BIG IDEAS

Big Ideas

- **Branding a product**
- **Refresher on target audience, color, and font**
- **Proper presentation etiquette**
- **Communication with target audience**

ESSENTIAL QUESTIONS

Essential Questions

- What types of problems can be solved with a product that hasn't been created yet?
- What all marketing tools can be used to brand and advertise a product to a target audience?

Unit 7: Final Product

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will need to use the information they learned in units 1-6	Students will create a product logo, brochure, poster, website, billboard, information, display, and presentation for their product.
Students will know that they can use the elements of design to create a package that appeals to their target audience.	Students will need to do reinvent existing packages from home or the art room to create their new product packaging.
Students will know how to use art elements to create a visual display that appeals to a specific target audience.	Students will create a table display to include: infomercial, website, and tri-fold
Students will need to know how to use the application of Canva and Adobe Express.	Students will create a business card, letter head, and elevator speech to pitch their product to a specific target audience.

Unit 7: Final Product

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EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Product Box Creation	Summative	Students will know that they can use the elements of design to create a package that appeals to their target audience.
Advertising Poster	Summative	<div style="border: 1px solid black; padding: 5px;"> <p>Students will know that they can use the elements of design to create an advertising poster that appeals to their target audience.</p> </div>
Infomercial	Summative	<div style="border: 1px solid black; padding: 5px;"> <p>Students will know that they can use the elements of design and various computer applications to create an infomercial about their unique product that appeals to their target audience.</p> </div>
Business Card, Letter Head	Summative	<div style="border: 1px solid black; padding: 5px;"> <p>Students will know that they can use the elements of design to create a business card and letterhead for their company that appeals to their target audience.</p> </div>
Business Tri-fold	Summative	<div style="border: 1px solid black; padding: 5px;"> <p>Students will know that they can use the elements of design to create a tri-fold for a final product presentation that appeals to their target audience.</p> </div>
Product Fair attendance and	Summative	Students will prepare a product

Unit 7: Final Product

HS UPDATED Visual Arts and Graphic Design

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
presentation		marketing package for and "As Seen on TV" product and will present their plan to peers and community members in a marketing fair atmosphere.

ATTACHMENTS

 Final project overview and expectations - 2020.docx

 Final project overview and expectations - 2021.pdf

 Product Fair Overview 2024.docx

 Poster Rubric - updated 2022.doc

 Product Web Page - updated 2023.doc

 Tri-Fold Rubric

 Product Creation Rubric.doc

 Letterhead & Business Card 2020 rubric.doc