Pewaukee School District Unit Plan   Course Name: Graphic Design

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Unit Name: Unit 2- Found Typography
Unit Description: Designing typography is an art form that takes much training and years of experience.
The expression *found typography* means that you didn't design the type you found it hidden in plain view. The type already exists somewhere in the world and you are borrowing the type treatment and re-purposing it into your new design. Sometimes objects not intended to be letters or type may look like or remind us of letters, for example a T-square looks like a T, but it's not used as a letter.   For this unit you will go on a scavenger hunt to find type faces and lettering styles that appeal to you. It could be whole words, phrases or just letters. You will re-assemble these found letters into a new typographically based design. While designing we will look at the history of typography and the power that strong typographic design can have on the viewer.

Research and Sketchbook Planning:

Your research for this project will consist of several phases:
1. Research 3 typographers using the class wiki for guidance. Post a banner for each typographer highlighting their type designs.(combine numerous images into your banner in photoshop). 3 banners total. Explain who the typographer is in terms of their historical significance. When did they live? Why are their typefaces important/valued? What did you like about this typographer.? Connect to the type to your own life and experiences, have you ever used this typographers type designs? If so how? If not what might you use them for. Site the sources you used for your research. Google is not an allowable source. There are many links given to you on the wiki page use them.

2. Go on a scavenger hunt in the classroom, around the school, in your home, out and about in the community! Collect actual objects that are typographic. Bring them in for this project. (cut them out etc). If you can't bring the physical type in; shoot photos of type you find. You can have some of both (actual and photos). Make sure the photos are well lit and edited to just the type you've found. This hunt should include examples of actual letters and objects that appear to be letters, but aren't (T-square example). Create 3 small collages (5" x 7") in your sketchbook. At least one should be a digital collage and the other should be a hand made cut and paste collage. The third one can be either choice. Remember all the things we've discussed about compostition and truly design the collages so they are beautiful in terms of layout and composition, concept and craftsmanship. See my pinterest board on Collage for ideas.

3. Apply what you learned from the found typography and typographic research and pitch an idea for one real world design application that could/would utilize this style of typography (found). Develop a design concept for this company, service or product. Create a final product (logo, web page, business stationary system-including business card, letter head and envelop, package for product, billboard, fashion label, boutique window and bag display etc.) that uses your found typography inspired design.

Reportable Standard	Priority Standard
In each box list the reportable standard to be assessed in the unit	**In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed in the unit**
RS 1 CREATE Plans and develops complex concepts for creative art work.	**PS1**-Apply and utilize the elements and principles of design in the creation of visual art. **PS4**- Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.
RS 2 CREATE Plans and develops complex compositions through quality craftsmanship.	**PS1**-Apply and utilize the elements and principles of design in the creation of visual art. **PS2**- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity. **PS3**-Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.
RS 3 CREATE Connects artistic ideas to history, society and personal life experiences	**PS7**-Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.
RS 4 PRESENT & RESPOND Interpret and evaluate the meaning of art work through the critique process.	**PS5**- Present final artworks for public display via internet or gallery exhibit. **PS6**- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.

Learning Targets

The Student Will….
PS 1-
- ❏ (K,S,P)

PS2-
- ❏ (S, P)

PS3-
- ❏ Create a strong focal point with repeated shapes. (K, S, P)
- ❏ Utilize an interesting, meaningful and purposeful break-up of space (K, S, P)
- ❏ Develop designs that illustrate an awareness of positive and negative spaces (K, S, P)

PS4
- ❏ Research typography via the class wiki to begin to develop your concept (K,P,S, R)
- ❏ Develop collage/thumbnail sketches that propose varied ideas and compositions for the final design. (K,P,S, R)

PS5-
- ❏ Prepare final designs for presentation during critique and classroom gallery display. (P, S)

PS6-
- ❏ Evaluate the final designs with a written artist statement using the It's CLEAR format for writing. (R,K)
- ❏ Explain how the criteria was met for this unit. (R,K)
- ❏ Explain what elements and principles of art were used. (R,K)
- ❏ Explain which design(s) you feel are best and why. (R,K)
- ❏ Describe improvements or changes (R,K)
- ❏ Explain how to implement these changes. (R, K)

PS7-
- ❏ Research the work of other graphic designers and typographic designers to develop an understanding of typography in the context of graphic design history. (R, S, P)
- ❏ Connect your concept to your own personal experiences and ideas creating a design that has meaning to you. (R, S,P)

Identify the summative assessment(s) that will be administered & graded in the unit.
- ❑ Wiki Research on Typographers
- ❑ 3 Sketchbook Collages
- ❑ Written proposal and thumbnails for Real Life application of type design
- ❑ Critique of final designs
- ❑ Written artist statement

Priority Standard Proficiency Scales

For each Priority Standard listed above create a Proficiency Scale that clarifies the levels of proficiency for the Priority Standard in the context of the unit.

Proficiency Scale: Describing levels of a Priority Standard vs. **Rubric:** Describing levels of a task
You may use a Priority Standard to score an assessment or you may develop a rubric specific to the assessment

Priority Standard	4-Advanced	3-Proficient	2-Approaching	1-Minimal
PS1-Apply and utilize the elements and principles of design in the creation of visual art.	Intentionally and mindfully create works of art that creatively incorporate the elements and principles of design.	Intentionally and mindfully apply and utilize the elements and principles of design in the creation of visual art.	Apply and utilize the elements and principles of design as a basic foundation for creating visual art.	Use and application of elements and principles of design is not clear.
PS2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create and plan artwork that illustrates exceptional quality Craftsmanship: Evidence of advanced technical proficiency and visual acuity.	Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create artwork that illustrates basic craftsmanship, lacking detail and command of media chosen.	Underdeveloped quality and care with media. Final presentation is missing or incomplete.
PS3-Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.	Create and plan artwork that illustrates innovative complex compositions: Evidence of exceptional visual organization and design of space (2D, 3D, 4D).	Create and plan artwork that illustrates complex compositions: Evidence of competent visual organization and design of space (2D, 3D, 4D) .	Create artwork that illustrates basic compositions: Some evidence of visual organization and design of space (2D, 3D, 4D).	Underdeveloped composition, incomplete organization and design of space.
PS 4 Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create & plan artwork that illustrates imaginative,conceptual development with evidence of creative problem solving and interpretation of the idea.	Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create artwork that illustrates a basic concept.Followed directions but sought a simple, basic solution & interpretation of the idea.	Create artwork that does not illustrate a clear concept and planning process. Work did not solve the problem set forth by the assignment.

PS5- Present final artworks for public display via internet or gallery exhibit.	Design and create a final presentation of artworks that engages the viewer and becomes a work of art in and of itself.	Design final presentation of artworks for public display that enhances and highlights the original artwork via internet, classroom or gallery exhibit.	Design basic presentation of final artworks for public display via internet, classroom or gallery exhibit.	Final presentation of artwork is lacking finish and thought.
PS6- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.	Creatively engages in analysis and evaluation of artwork with meaningful critique contributions in oral and written form using art-specific vocabulary.	Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary.	Basic analysis and evaluation of artwork through oral and written critique, using simple art-specific vocabulary.	Analysis and evaluation of artwork through oral and written critique process is lacking, incomplete or does not use art specific vocabulary.
PS7 Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.	Invents ways to innovatively connect to artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.	Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.	Basic connection of artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.	Lacks connection of artistic ideas and works to personal, societal, cultural and historical context to deepen understanding.