**Ms. Bjork** http://phsvisualartdept.weebly.com/graphic-design-assignments.html      mailto:bjorjea@pewaukeeschools.org

**Unit Name: Unit 4- Book Cover Design-Putting It All Together**
**Unit Description: Book Cover Design**
Develop a book cover design that is realistic for the book you've chosen. Use your own original photography as the imagery for the cover design. Really pay attention to the rules of typography.
**Specifics:**
- 3-6 thumbnails planning layout designs and ideas for the photos for the book
- A written synopsis of the book you are planning to design the cover for
- A sketch of the final layout you've planned showing the type, photo and anything else you'll use. Show colors planned.
- Photos must show evidence of compositional techniques including, fill the frame, rule of thirds, point of view, leading lines, framing
- Thoughtful font and typography should be evident, the font chosen should be readable, but also make sense for the mood or tone of the book
- The spine must be readable and have complete information that should appear on the spine of a book
- The back cover is completed with details and writing you'd normally see on the back of book design
- The bar code is optional, but does make the book look more real
- Book design must fit around a real book and be presented for critique as an actual book cover


**Sketchbook Requirements:**
- Research book covers online and post three really good ones here on the class wiki link . Explain why you feel the covers are good in terms of the elements and principles of art, the typography and the illustration. Tell how the book grabs the attention of the customer. Use your art vocabulary when you discuss. Make sure you post 3 images of book covers and comments on your wikipage. Make sure you link your name.
- Write a synopsis (one paragraph) about the book you've chosen to design. Use your own words to describe what the book is about and why you chose the design you did in relationship to the meaning of the book. Explain how the design and artwork(photos or other art) will be influenced by the book's plot.
- Plan the photos and/or artwork that will be used for the book cover (front, back, spine, flaps)
- Plan photograph(s) that will be included in design.
- Develop visual journal pages that show research for your design (2-3 pages including thumbnails, synopsis and other research)
- Create 3-6 thumbnails of the entire book cover layout and photo plans, indicating font and all the elements planned for spine, flaps, front and back cover. Full Color multiple layout ideas.

| 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 |

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|---|---|
| **RS 1 CREATE** Plans complex concepts for creative artwork that connect to history, society and/or personal life experiences. | **PS1**-Apply and utilize the elements and principles of design in the creation of visual art.<br>**PS4**- Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.<br>**PS7** Connect artistic ideas & works with personal, societal, cultural and/ or historical context to deepen understanding. |
| **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.<br>**PS2**- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.<br>**PS3**-Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design. |
| **RS 3 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.<br>**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-**
- ❏ Develop an integrated book cover design that utilizes the elements of design. (K,P,S, R)
- ❏ Create emphasis by developing a strong focal point in your design. (K,S,P)

**PS2-**
- ❏ Develop multiple ideas through thumbnails and research via the wiki. (K,S,P)
- ❏ Create a design that is neatly crafted. (S, P)
- ❏ Present final designs printed and neatly wrapped around actual book for critique. (S, P)

**PS3-**
- ❏ Create a strong focal point. (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 book covers via the class wiki to begin to develop your concept (K,P,S, R)
- ❏ Develop visual journal pages and wiki pages that reflect your research and connect it to the idea.
- ❏ Develop 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 to develop an understanding of book cover design in the context of graphic design history. (R, S, P)
- ❏ Connect your concepts to the needs of a real client. (R, S,P)
- ❏ Connect your concept to your own personal experiences and ideas creating a design that has meaning to you. (R, S,P)

## Summative Assessment(s)

**Identify the summative assessment(s) that will be administered & graded in the unit.**
- ❑ Wiki Research on Book Cover Design
- ❑ Visual Journal pages about research
- ❑ Written proposal (synopsis) and thumbnails
- ❑ 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. |

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| **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. |