

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

**Unit Name: Unit 1- Abstract Shape & Color Designs Exploring Types of Balance**

**Unit Description:**

Develop a design using one basic shape and three colors that work well together. Experiment with color harmonies (schemes) to create the most pleasing design. Utilize your choice of one of the 3 types of balance including radial, symmetrical or asymmetrical. Create your design by starting with the marker thumbnails, cut paper and finally digitized media. Utilize proportions and ratios to determine the proper size for each iteration of your design from drawing idea to paper design to digital image. Utilize your sketchbook to plan and devise your concepts considering varied concepts and compositions.

**Research and Sketchbook Planning:**

- Find images on the Internet that use only shape and color as the elements of the design. Look for one example of asymmetrical, symmetrical, and radial, three total examples and post them to the [WIKI](#). Then explain what you liked about the image you found and how it illustrates each type of balance.
  
- Divide 2 pages into six 2” x 3” boxes. (Twelve boxes total) Be neat and organized with the division of your page. (You could create the boxes on the computer, print out and then draw on them.) Develop 12 thumbnails for your design idea playing around with color schemes and designs as you work. Work in pencil first and then use marker/color pencil to indicate color.

Reportable Standard	Priority Standard
In each box list the reportable standard to be assessed <u>in the unit</u>	In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed <u>in the unit</u>
<b>RS 1 CREATE</b> Plans and develops complex concepts for creative art work.	<b>PS1-</b> Apply and utilize the elements and principles of design in the creation of visual art. <b>PS4-</b> Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.
<b>RS 2 CREATE</b> Plans and develops complex compositions through quality craftsmanship.	<b>PS1-</b> Apply and utilize the elements and principles of design in the creation of visual art. <b>PS2-</b> Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity. <b>PS3-</b> Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.
<b>RS 3 CREATE</b> Connects artistic ideas to history, society and personal life experiences	<b>PS7-</b> 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

1. Identify each learning target for the Priority Standard in the context of the unit.
2. For each learning target, label the type of each learning target using the following:
  - Knowledge (K)- What I need to know
  - Skill (S)- What I can demonstrate
  - Product (P)-What I can make to show my learning
  - Reasoning (R)-What I can do with what I know

The Student Will....

**PS 1-**

- Develop abstract design that utilizes the elements of shape and color. (K,P,S, R)
- Utilize the element of shape to develop interesting 2-dimensional space. (K,S,P)
- Create emphasis by developing a strong focal point in your design. (K,S,P)
- Utilize the principle of repetition and variety to create a strong design (K,S,P)
- Create an abstract design that illustrates one of the 3 types of balance (radial, symmetrical and asymmetrical) (K,S,P)

**PS2-**

- Create designs that are abstract and utilize only 1 shape and 3 colors. (S,P)
- Develop multiple iterations of design in varied sizes that are proportionate and accurate to original. (K,S,P)
- Create a design that was neatly crafted with smooth edges and no glue marks. (S, P)
- Present final designs mounted neatly for critique with both digital and paper designs displayed. (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)
- Create designs that utilize 1 of the 3 types of balance to compose the 2-dimensional space. (K,S,P)

**PS4**

- Research shape designs and types of balance via the class wiki to begin to develop your concept (K,P,S, R)
- Develop 12 full color thumbnail sketches that propose 12 varied ideas and compositions for the final design. (K,P,S, R)
- Create an original abstract design that utilizes 1 shape and 3 colors to express your idea. (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 balance, shape, color and proportion in abstract graphic design. (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.

- Sketchbook 12 Color Thumbnails
- Wiki Research
- Critique of final designs (digital and cut paper)
- 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
<b>PS1-</b> 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.
<b>PS2-</b> 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.
<b>PS3-</b> 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.
<b>PS 4</b> 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.

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