

Name of Lesson : \_\_\_\_\_ Re-Design Logo \_\_\_\_\_ Class : \_\_\_\_\_ Grade (s) : \_\_\_\_\_ 9-12 \_\_\_\_\_

Name of Teacher Candidate : \_\_\_\_\_ Kate Earl \_\_\_\_\_ MoPTA Lesson Plan Format (revised by KCAI)

<b>Rationale :</b>		
Learning how to use the basics of Illustrator is a vital skill for students. They can use this program to create many different types of illustration, graphic design and digital art. Re-designing a logo/brand of their choice will increase the student's awareness and knowledge of conceptual and creative thinking processes in graphic design.		<i>(2-3 sentences about why this topic is important and relevant to age group)</i>
<b>Learning Objectives :</b>		
<i>Students will ....</i>		<i>List the lesson's objectives and learning outcomes appropriate for meeting curricular and student needs.</i> <u>Include objectives for :</u> <ul style="list-style-type: none"> <li>• <i>studying artists, art/understanding art</i></li> <li>• <i>integrating technology</i></li> <li>• <i>creating/ expressing</i></li> <li>• <i>evaluating art works</i></li> <li>• <i>exhibiting art works</i></li> </ul>
<b>Studying artists, art/Understanding art</b>	<b>Integrating technology</b>	
-Students will analyze how concepts of branding influence logo design by analyzing examples of well-known logos. (Home Depot, UPS, Starbucks etc.)	-Students will create their own logo redesign for a company, using Illustrator.	
- Students will show understanding how basic design elements are integral to effective logo design.	- Students will submit a digital copy of their art works via email or dropbox.	
- Students will demonstrate understanding of the term Identity in the logo/branding through the analysis of several contemporary logos (AT&T, ShowTime, etc)	-	
<b>Creating/ Expressing</b>	<b>Evaluating art works</b>	
-Students will re-design a logo of their choice incorporating 4 illustrator tools and at least 3 colors	- Students will complete a self-assessment worksheet. -Students will critique their logo designs.	
- Students will use their understanding with previous knowledge with techniques, and processes they have used in class before to incorporate in their logo re-design.	- Students will give a short 2 min presentation on their logo redesign.	
-Students need to create at least 10 sketches of logos.	- Students will complete an artist / designer statement.	
	<b>Exhibiting art works</b>	
	-Student will display their work in the school hallway case.	
	- Students will place their finished work the project portfolio.	
<b>Standards/Quality Indicators/Skills</b>		
<b>Missouri</b>	<b>National Core Art Standards</b>	<i>Identify the Missouri and national [art core] standards, quality indicators, and skills addressed for each objective.</i>
PP.1c.HS 2,3,4    PP.3a.HS 4    PP.3c.HS1,2,3 ,4	VA:Cn10.1.Ia Ila IIIa. VA:Re8.1.Ia Ila IIIa	
EP.1a.HS 1,3,4    EP.1b.HS 1,2,3,4    EP.1c.HS 2,3,4	VA:Re9.1.Ia Ila IIIa VA:Re7.2.Ia VA:Pr6.1 Ia Ila IIIa VA:Pr4.1.IIa VA:Cr3.1Ia Ila IIIa	

EP.1D.HS 3,4 EP.1E.HS 1,2,3,4 EP.1F.HS 1,2,3,4	VA;Cr2.3.IIa IIIa
EP.1g.HS 1,4 EP.2a.HS 1,2,3,4 EP.2b.HS 1,2,3,4	
EP.2c.HS 1,2,3,4 EP.2d.HS 2,3,4 EP.2e.HS 1,2,3,4 AP.1a.HS 2,3 EP.2b.HS 2,3, IC.2a.HS 4 HC.1a.HS 4 HC.1b.HS 3,4	

**Visuals:**

“30 centuries of Graphic Design an Illustrated Survey” By James Craig and Bruce Barton examples of fonts. Saul Bass (AT&T), Ivan Chermayeff (Showtime), Tom Geismar (Mobil), Steff Geissbuhler (Time Warnar), Milton Glaser (I heart NY), Lindon Leader (FedEX), Raymond Loewy (Shell Gas), Paul Rand (IBM), Masssimo Vignelli (American Airlines), Bob Wolf (Bank of America). Alice Wellinger, Allison Glancey, Anna Grosh, Anne Willoughby.

*List at least 2 visuals that are relevant and appropriate to the lesson objectives.*

**Lesson Structure and Daily Procedures**

Engagement/Opening/Introduction/Review of any concepts/Checking for Understanding

- Teacher will introduce the class to the importance of Logo Design and its relation to Identity and branding.
- Teacher will lead discussion about Multiple Designers’ art works (Please see visual list above).
- Students will demonstrate understanding of Identity in the discussion.
- Teacher will show “teacher made” examples of Re-Designed Logos that have been designed with Illustrator.
- Teacher will discuss questions and assess understanding of the works shown on the projector.
- Teacher will explain illustrator tools and terms; Pen Tool, Paint Bucket, Layers, Opacity, Gradient, Easer, Flow, Hardness percentage on tools, text, Font, Brush tool, Shape tool, hand tool, zoom tool, live trace, expand, same fill color, grouping, ungrouping, Fill/Stroke, transparency, canvas, Send to back, send to front, Eyedropper, sizing, saving.
- Teacher will distribute a vocabulary term guide fro students.

*Consider the Studio Thinking and Choice-Based Education Models here in your strategies for engaging students.*

*Link your procedures to your objectives*

**QUESTIONS:**

What is graphic design? What can be considered to be graphic design?  
 Where do you find graphic design?  
 What are popular graphic designs out there that you see?  
 Who can tell me what term identity means?  
 What is Identity? What is a Logo? Where do you find a Logo?  
 How does a logo show Identity?  
 What are your favorite logos?  
 What are your least favorite logos?  
 Do you find graphic design logos art?  
 Can anyone tell me what the term branding is?  
 (Shows 2 Logo Designs)— After looking at these two Logos how do they capture identity through design?  
 How does a logo and branding be effective? Why or Why Not?  
 What is the difference between design and art? Is there a difference at all?  
 Who are the audience(s) for logos trying to capture?  
 Can you give me thumbs up if you understand or thumbs down if you don’t understand? Does anyone have any

questions?

### **Demonstration/Lecture**

- A. Teacher will Show a completed "Teacher Made" Re-Brand logo as an example.
- B. Teacher will explain: Pen Tool, copy and paste, Paint Bucket, Layers, Opacity, Gradient, Easer, Flow, Hardness percentage on tools, text, Font, Brush tool, Shape tool, hand tool, zoom tool, live trace, expand, same fill color, grouping, ungrouping, Fill/Stroke, transparency, canvas, Send to back, send to front, Eyedropper, sizing, saving.
- C. Teacher will Review tools by explaining them 2<sup>nd</sup> day again.

### **Procedures**

- **Students at Work**

- DAY 1:**

- 1. Students will research which a logo they would like to Re-Design.
    - 2. Students will pick out 3 Logos they would like to Re-Design.
    - 3. Student will take make 6 sketches of each logo in 10 completed Sketches.
    - 4. Students will have sketches approved by teacher when they are completed.
    - 5. Students will choose 1 design and scan the sketch of it.

- DAY 2:**

- 1. Teacher will review the terms: Logo, Branding, re-designing.
    - 2. Teacher will show a competed "Teacher Made" Re-Brand logo as an example.
    - 3. Teacher will review and explain the different tools in Adobe Illustrator use the Pen Tool, Paint Bucket, Layers, Opacity, Gradient, Easer, Flow, Hardness percentage on tools, text, Font, Brush tool, Shape tool, hand tool, zoom tool, live trace, expand, same fill color, grouping, ungrouping, Fill/Stroke, transparency, canvas, Send to back, send to front, Eyedropper, sizing, saving.
    - 4. Students will practice all of these tools or using at least 5 illustrator tools that they will use on their design.
    - 5. Work time on logo development

- DAY 3: Complete Project and Critique**

- 1. Continuation of work time.
    - 2. Students will save work as a PDF.
    - 3. Students will submit their project in through Drop-box.
    - 4. Students will Complete Artist/Designer Statement about their work.
    - 5. Students will present their New Re-Designed logo to the class.
    - 6. Students complete the assignment early they are allowed to complete one other of their chosen 3 designs for practice.

- **In progress Assessment**

Teacher will walk around asking questions: "Are you staying on task?" "What do you need to do to move your work forward?" "Where are you stuck?" Teacher monitor students' progress and give reminders about how to use their time wisely.

- **Clean up**

Students will be given a ten-minute warning about saving their works on their jump-drive/computer.  
Students will log off the computers.

- **Review and Closure**

Teacher will ask questions; "What does the pen tool do? What is the proper way to save? What is the best way to

<p>make your image larger? What is a logo? How is design different from Art? Are they different?"</p> <ul style="list-style-type: none"> <li>• <b>Final assessment (if applicable)</b> Students will complete designer statement. Students will Present their Re-Design to the class.</li> </ul>	
<p><b>Resources and Supplies :</b></p>	
<p><b>Books (author, date, title)</b> "30 centuries of Graphic Design an Illustrated Survey" By James Craig and Bruce Barton</p> <p><b>Web (URL and title)</b></p> <p><a href="http://www.graphicart-news.com/12-amazing-women-designers/#.VD87qEue80s">http://www.graphicart-news.com/12-amazing-women-designers/#.VD87qEue80s</a>  <a href="http://www.crazyleafdesign.com/blog/women-logos-inspiration/">http://www.crazyleafdesign.com/blog/women-logos-inspiration/</a>  <a href="http://www.logosdesigners.com">http://www.logosdesigners.com</a></p> <p><b>Supplies / Equipment:</b></p> <p>Computer lab, printer, projector, Adobe Illustrator, sketch paper, pencils, scanner.</p>	<p><i>List all resources (book, web, art supplies, etc.) used in the planning of and during the instruction of the lesson(s). Be specific !!</i></p>
<p><b>Technology :</b></p>	
<p>Lesson will be taught on a computer, Adobe, and projector.</p>	<p><i>List all Instructional and/or assistive technology incorporated into the lesson(s) to enhance instruction and student learning,</i></p>
<p><b>Assessments :</b></p>	
<p>In progress assessments: Students will complete Artist / designer statement. Plan for critique / exhibit: Students will present their Re-Design to the class.</p>	<p><i>List Assessment(s) used before, during, and/or after the lesson. Attach 1 tool you can use with students that you have created for this lesson/unit.</i></p>
<p><b>Differentiation/Accommodations/Modifications/Increase in Rigor :</b></p>	
<p>If there are students with physical disabilities there will be a computer station ready for a wheelchair accommodations. If there are students with hearing disabilities they will be placed closer to the teachers desk, for easier hearing, along with being given a digital document with a step by step basic instructions, and basic tool functions. If there are students with sight disabilities they may be placed closer to the projector or farther way, depending on the sight distance. Students complete the assignment early they are allowed to complete one other of their chosen 3 designs for practice.</p>	<p>Identify how you will modify content, materials and/or environment to meet the needs of diverse learners.</p>
<p><b>Classroom Management :</b></p>	

<p>Teacher will go around the classroom reminding students about their time use, and to make sure they are using their time wisely.</p> <p>Teacher will remind students what stage they should be on, if students are managing time wisely.</p> <p>Teacher will be circulating through out classroom/lab.</p> <p>Teacher will separate students if they are given multiple warnings about their social time vs. work time.</p>	<p><i>Identify strategies you will use to help keep students on task and actively engaged AND to redirect inappropriate behavior.</i></p> <p><i>Consider the materials you will be using, and how they might be organized.</i></p>
<p><b>Extensions :</b></p>	
<p>Students complete the assignment early they are allowed to complete one other of their chosen 3 designs for practice.</p> <p>Students that have completed assignments can also help other peers, quietly.</p>	<p><i>Identify activities for early finishers that extend students' understanding of and thinking about the learning objectives by applying their new knowledge in a different way.</i></p> <p><i>See CHOICE BASED EDUCATION text PART II for examples</i></p>
<p><b>Reflection (150 words) :</b> (complete this after lesson has been taught, before you turn in final copy)</p>	
	<p><i>If you were to teach this lesson again, to the same age group, how would you change the lesson ?</i></p>

Scoring Guide for Re-Design Logo

Name: \_\_\_\_\_  
Graphic Design

**Please complete this Artist Statement, and rate your self-assessment 0-25 on worksheet categories, and then hand it in to your teacher for grading. (You do not have to fill out comments, unless you have something specific about your enamel project you'd like to add.)**

**Please provide a brief (5- 10 sentences) artists statement discussing the techniques, processes and concepts on your Logo piece. What are you trying to communicate through this work of art? What have you learned by doing this project? How does it relate to Identity?**

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**Craftsmanship/ Quality of Work**

This Re Design-Logo is using at least 1 color. This piece shows clear identity of the Logo that was chosen. This piece has 6 completed, detailed sketches along with 9 other sketches. The Re-Designed Logo has 9 other completed sketches of the 2 other choices of logos.

\_\_\_/ 25

Comments \_\_\_\_\_  
\_\_\_\_\_

**Composition/Design**

This Logo piece is a compositionally completed using at least 3 colors, using at least 4 Illustrator tools (Please list out tools you used) and This piece shows clear identity of the Logo that was have Chosen.

\_\_\_/ 25

Comments \_\_\_\_\_  
\_\_\_\_\_

**Objectives**

Used material responsibly, shows understanding of Design, and Identity, Artist Statement completed clearly answering all questions above.

\_\_\_/ 25

Comments \_\_\_\_\_  
\_\_\_\_\_

**Creativity**

This Re-Design Logo shows creativity, thoughtfulness, and originality in the approach and resolution of the criteria in my sketches. The completed result piece clearly depicts the approved sketch.

\_\_\_/ 25

Comments \_\_\_\_\_  
\_\_\_\_\_

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total points: \_\_\_/ 100

Other point deductions (missing pieces of the assignment, overdue work, etc.) \_\_\_\_\_

Final percentage grade: \_\_\_\_\_%



BEFORE



HOME DEPOT

AFTER

