

Department of Arts Administration, Education and Policy

UNIT PLAN OVERVIEW

(Revised 2023)

Teacher Candidate	Holly Romano
School	Hastings Middle School

UNIT TITLE	Visualizing my identity
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course Title	8th
Beginning Date for this <i>Unit</i>	March 18
Ending Date for this <i>Unit</i>	April 8

ENDURING UNDERSTANDINGS (FROM ODE 2022 STANDARDS)

- **8.2 CR** Brainstorm, refine and select solutions for original works of art.
- **8.3 CR** Demonstrate visual literacy through application of the elements of art and principals of design to communicate an idea.
- **8.1 PE** Apply artisanship when preparing and presenting works of art.
- **8.3 RE** Distinguish visual characteristics related to the meaning of works of art
- **8.2 CO** Research artistic professions of personal interest.

CRITICAL ISSUE / BIG IDEA

A). Anticipatory Set (what do the students already know and how will you capture the students' interest in the concepts you are presenting)

B). Rationale (why is this unit of study relevant?) All portions of the unit should demonstrate research-based practices to support art teaching & learning.

A) As members of society, the students are already exposed to branding and logo designs daily in every aspect of their lives. From food to television to products they use every day, logos are all around us. But have they looked at them through a critical lens to understand their meaning or reference? Have they ever considered what a logo for themselves might look like?

These 8th grade students have previously learned about the elements of art in the classroom. They also have school provided iPads which they are familiar with using daily for school. This unit will show them another way to use this technology tool.

B) “Build opportunities for identity exploration into the curriculum, both within traditional academic classes and through exploratory classes where students might be introduced to new interests and future passions” (Bishop, P., & Harrison, L. M., 2021).

This unit will serve as an identity exploration project for the 8th grade students. During this phase of adolescence, “students are undergoing vast changes in their physical, cognitive, and emotional development. Students can brainstorm multifaceted ideas with teachers and peers... and can communicate personal messages” (Sickler-Voigt, 2020). The students are at an age where they are asking questions like “Who am I? Where do I fit in?” This unit can serve as a reflection tool to answer those questions, as well as share their identities with their peers (if they choose to).

Central Focus (creating, presenting, interpreting, responding, and/or relating art to context)

- Students will learn about the career of graphic design and how it shapes our visual world.
- Students will research, brainstorm, and create a logo with quality craftsmanship to visually express their individuality.
- Students will learn how color, shape, and letters can be used in a logo to describe their personality traits.

Essential Questions (provocative, engaging, critical)

- What is graphic design?
- What do graphic designers do?
- How can I become a graphic designer?
- Can a logo reflect a person, group, or company?
- How is a logo designed?
- Can a logo reflect me as a person?

Possible Integration

- This unit can be part of a larger career exploration program in each classroom.

DESCRIPTION OF THE ESSENTIAL EDUCATIONAL CONTENT OF THIS UNIT

Lesson One

Title	What does a graphic designer do?
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Lesson Description	<p>Students will be introduced to the creative career of graphic design. They will learn a general overview about the field, the career path to becoming a graphic designer, and the different areas of focus in design. There will be a pre and post assessment using Mentimeter to measure student learning, as well as a worksheet students will fill out. At the end of this lesson, students will play a logo identification game.</p>
Approximately how long will this lesson take?	1 class
Lesson Two	
Title	Logo design
Lesson Description	<p>To prepare for making their identity logos, students will learn about logo design and the different style of logos to support inspiration for their own designs. Students will learn about how fonts, color, and graphics can be used to visually express ideas and feelings.</p> <p>Then the students will create mind maps, a brainstorming tool to help them generate ideas to use in their designs. From the ideas presented in their mind maps, students can sketch imagery related to ideas mentioned.</p> <p>Finally, the students will use Tayasui Sketches Pro, an app approved and provided by UA IT department, on their school provided iPads to digitally draw their logos. Students also have stylus tools for drawing. The teacher will walk students through step-by-step how to use the software and provide as much support and re-teaching as necessary.</p> <p>Students will be required to feature at least two aspects of their personality/interests/identity in their logos. Students will also be required to use balance and unity in their designs. There will be a provided checklist to support success for this project. There will be a peer in-progress check-in midway through the design process. Students will submit their designs via Canvas, an app they use throughout the school district.</p>
Approximately how long will this lesson take?	9 classes
Lesson Three	

Title	What does my logo say to others?
Lesson Description	Teacher will print out the logo designs and students will reflect on each other's work and fill out an analysis sheet for 3 logos that they are given to review.
Approximately how long will this lesson take?	1 class

Explain how technology has been used in this unit

- Google slides
- Videos from YouTube in presentation
- Students will use iPads for research
- Students will use Tayasui Sketches Pro to draw logo concepts on iPads
- Students will use online resources to support concept design

LESSON PLAN 1

Teacher Candidate	Holly Romano
School	Hastings Middle School

LESSON NUMBER	1
Lesson Title	What does a graphic designer do?
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course title	8th
Beginning Date for this Lesson	March 18
Ending Date for this Lesson	March 18

CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

- **8.2 CO** Research artistic professions of personal interest.

Performance-based Assessment Objectives

- Students will understand what a graphic designer does for their job, and the path to become one.

Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Students will use a worksheet to reflect on class discussion and presentation about graphic design.

Academic Language

Vocabulary (define each)

- **Graphic design**

- Branding
- Packaging design
- Advertising design
- Publication design
- Retail design
- Environmental design
- Motion graphics
- Logo

Additional Language Demands (*specific communication task*)

- Written notes on worksheet
- Typed response in Mentimeter activity
- Oral responses during class discussion and guess the logo video

Accommodations for Special Populations

- There are many visuals to illustrate what is discussed.
- Students are not required to speak out loud.
- Teacher will reach out to ELL support for students with limited English. Translation support can be given for key words.
- Large fonts used on slides
- Teacher will use a large visual timer for timed activities

Art/Visual Culture Examples (list all artists, artwork or media used)

- [Heidi Cody](#)
- Slides with types of design all have multiple visual examples of each

Preparations

Materials/Resources for Teacher

- [Google Slides](#)

Materials for Students

- Sketchbooks
- Worksheets

Safety Procedures

Teacher reminds students that we are in a supportive space as a community of artists. That means we use good intentions when speaking, we are respectful of other's perspectives, and we give supportive feedback.

LEARNING ACTIVITY

Getting the Classroom Environment Ready

- [Google slides](#) ready on smart board
- Worksheets in colored table folders on the tables

Procedures for the Teaching/Learning Structure *(indicate approximate time for each step)*

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "Good morning/afternoon eighth graders! As you are planning towards high school and maybe even thinking about beyond graduation, I like to share some potential creative career ideas just in case they might be something you would consider. I think it's a great idea to be exposed to all types of career options to know what's available to you and to have some ideas of what you are interested in. The career I would like to talk about is graphic design.

Mentimeter assessment: 3 minutes

Teacher: "To get an idea of what you might know or not know about graphic design, I have set up a word cloud Mentimeter for us. Go ahead and scan the QR code or go to Mentimeter.com and put in the number code shown on the screen. When you get to it, you will see there are 3 answers you can give. You are not required to answer all three. Just give at least one answer. If you don't know what graphic designers do, then go ahead and answer that. This is just to assess your current knowledge."

Students answer on Mentimeter.com. Teacher talks over the results with the class.

Intro to Graphic Design: 32 minutes

Teacher: “Let’s watch this overview video that showcases graphic designers of multiple areas of the field. It’s a good introduction to this career. In your table folders I have put a worksheet for you to use during class today. You can fill this out as we go through the lesson. I will collect them at the end of class.”

Students view “[The Universal Arts of Graphic Design](#)” video. Then teacher presents slides 4-6 to the students.

Next, the teacher goes through slides 7-15, presenting the different areas in graphic design, showcasing examples for each.

Teacher: “Okay, let’s see what you’ve learned. We are going to do another word cloud, answering the same question from before — What does a graphic designer do. Go ahead and scan the QR code and now you should be able to fill in all three spaces with an answer.” Teacher then talks over the results with the students.

Teacher: “Next class we are going to talk about logos specifically, and to get you thinking about them, I have this artwork by Heidi Cody, an artist and designer. Heidi was very interested in how graphic visuals are a constant in our day to day lives, and how even in smaller pieces, like a single letter, we can still understand their reference.” Class talks about slide 17, trying to guess some of the recognizable letters.

Teacher: “Now let’s play this fun game called “[Guess the snack logo](#).” I thought this video will be a fun challenge for us to see how well we notice logos on the items we see often.” Teacher plays video while students guess out loud.

Clean-up Procedures (Room, Materials & Work Storage)

Cleanup: 2 minutes

It’s time to wrap-up. Finish up your worksheets and place them in your folders, then put your sketchbooks back in the cabinet.

Closure, Review & Anticipation (what’s next?)

Teacher: “Tomorrow, we are going to talk about logos and their different styles. This will help you get some ideas for your own logos.”

Supplemental Activity

- Students can look at [Commarks.com/design](https://www.commarks.com/design) to explore more about the world of graphic design.








Teacher reflection focused on the lesson *after* it has been taught

- Did the second Mentimeter showcase their learning?
- Did the students seem engaged in the content?
- Did the students note their learning on the worksheets?

Lesson 1 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.

Slides:

<p>What's your logo identity?</p> <p>Graphic Design</p>	<p>What does a graphic designer do?</p>  <p>Join at mentimeter.com use code 56 67 42</p> <p>Results</p>	
1	2	3
<p>What do graphic designers do?</p> <p>Translates and communicates ideas through visuals concepts that inspire, inform, and captivate consumers</p> <ul style="list-style-type: none">• Company branding• Packaging design• Advertising design• Publication design• Retail design• Web design• Motion graphics  	<p>Day-to-day activities</p> <ul style="list-style-type: none">• Meet with clients to discuss projects• Meet as a design team to discuss projects and creativity support• Brainstorm, sketch, and design ideas, concepts, and layouts• Give presentations to clients to earn business or present ideas• Meet with project coordinators, marketing staff, or sales teams to discuss client projects• Continuously learn new marketing trends and software updates 	<p>Path to becoming a designer</p> <ul style="list-style-type: none">• No training or degree• Certifications (weeks to months)• Associates degree (2 years)• Bachelor's degree (4 years)• Master's degree (additional 2 years)  
4	5	6

Types of graphic designers

7

Branding



8

Packaging Design



9

Advertising Design



10

Publication Design



11

Retail Design



12

Environmental Design



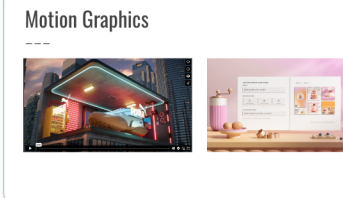
13

Web Design



14

Motion Graphics



15

What does a graphic designer do?

Join at mentimeter.com | use code 3213 0970



16

Heidi Cody



American Alphabet, 2009

17



18

Worksheet:

Graphic Design Notes

Name: _____

1. Which areas of graphic design interest you the most? (mark all that apply)

- Branding Advertising Retail Motion
 Packaging Publication Website

2. What is one new thing you learned about graphic design today?

LESSON PLAN 2

Teacher Candidate	Holly Romano
School	Hastings Middle School

LESSON NUMBER	2
Lesson Title	My logo design
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course Title	8th
Beginning Date for this <i>Lesson</i>	March 19
Ending Date for this <i>Lesson</i>	April 8

CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

- **8.2 CR** Brainstorm, refine and select solutions for original works of art.
- **8.3 CR** Demonstrate visual literacy through application of the elements of art and principals of design to communicate an idea.

CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

- **8.1 PE** Apply artisanship when preparing and presenting works of art.

CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

- **8.3 RE** Distinguish visual characteristics related to the meaning of works of art

CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

Performance-based Assessment Objectives

- Students will brainstorm, refine, and select solutions for a personal logo design.
- Students will demonstrate visual literacy with their logo designs.
- Students will apply artisanship when preparing their logo design.
- Students will use distinguishable visual characteristics in their logo design.

Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Students will construct mind maps, sketches, and concept designs to create a personal logo.
- Students will use color, balance, and unity in their logo designs to create distinguishable visual characteristics.
- Students will apply their best artisanship when creating their logo designs.

Academic Language

Vocabulary

- **Mind map** — a diagram for representing tasks, words, concepts, or items linked to and arranged around a central concept or subject using a non-linear graphical layout that allows the user to build an intuitive framework around a central concept.
- **Concept** — in graphic design terms, a visual idea for a design
- **Balance** — a principal of design that refers to the distribution and visual weight of elements in a composition
- **Unity** — a principle of design that gives the artwork a sense of cohesion or coherence.
- **Typography** — the art of arranging letters and text in a way that makes the copy legible, clear, and visually appealing to the reader.

Additional Language Demands (*specific* communication task)

- Class discussion
- Peer discussion
- Written mind maps
- Written checklist form

Accommodations for Special Populations

- There will be a lot of visuals to illustrate what is discussed.
- Students can write comments in sketch books instead of speaking out loud.
- Teacher will reach out to ELL support for students with limited English. Translation support can be given for key words.
- Large fonts used on slides
- Teacher will use a large visual timer for timed activities

- The drawing app has many advanced features for students wanting the challenge

Art/Visual Culture Examples

Many examples of logos students are familiar with shown when describing different logo styles.

Preparations

Materials/Resources for Teacher

- [Google slides](#)
- iPad
- Stylus

Materials for Students

- Color theory/Logo styles reference sheet (1 per table)
- iPads
- Stylus
- Sketchbooks
- Copy paper for mind maps

Safety Procedures

Teacher reminds students that we are in a supportive space as a community of artists. That means we use good intentions when speaking, we are respectful of other's perspectives, and we give supportive feedback.

LEARNING ACTIVITY

Getting the Classroom Environment Ready

- [Google slides](#) ready on Smart screen

Procedures for the Teaching/Learning Structure *(indicate approximate time for each step)*

Day 1

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: “Good morning/afternoon eighth graders! Yesterday we talked about the field of graphic design, what graphic designers do, and different areas within the graphic design field. Today we are going to focus on logos. Logos fit into the Branding Design category as they are basically the face of a company and set the tone of the personality and style of the way a company communicates.” Teacher talks through slide 20.

Logo intro: 17 min

Teacher: “There are multiple styles of logos, so I am going to walk you through them. Artists do a lot of research when working on a project, especially graphic designers. It’s always helpful to see what currently exists to see if there are elements that you like and might inspire your own design. Feel free to write any notes or make any sketches while we review these.” Teacher talks through slides 19-26.

Teacher: “Okay, now that we did our logo research, it’s time to research and get to know the client who the logo is for. That client is you! You are making a logo for yourself! The logo is to reflect you — your personality, your interests, your identity — so we need to sort through those parts of you to see what might work for your logo. The brainstorm technique we are going to use is called a mind map. Has anyone made one of these before?” Students might raise hands.

Mind maps: 17 min

“If you haven’t done one before, a mind map is a diagram that helps us visualize thoughts or ideas linked to and arranged around a central concept in a starburst type manner.” Teacher talks through slide 28.

“To help you understand further, I have made one for myself.” Teacher talks through slide 29. “Now it’s your turn. Open your sketchbooks and create a mind map for yourself. You are the center, and all of your interests extend from you.” Teacher talks through slide 29. “As you can see, I have extensions beyond my interests that show imagery related that might be helpful when thinking about my logo.” Teachers talks through examples. “Feel free to even sketch some of this imagery as well. This is a free-flowing exercise meant to help generate ideas.”

“Let’s take the next 10 minutes to work on your mind maps. Show all your interests and identities that you would like. We aren’t going to be sharing these. I will see them as I support your design ideas, but otherwise these can be private. Does anyone have any questions before we begin?”

Teacher gives students 10 minutes to work on mind maps.

Cleanup: 3 minutes

Teacher: "It's time to wrap-up. Please put your sketch books back into the cabinet."

Day 2

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "Good morning/afternoon eighth graders! Yesterday we talked about logos and logo styles and then you all worked on a mind map to help you brainstorm some ideas about yourself that you might want to include in your logos. Today let's talk about some visual elements of a logo that can help support what you are trying to communicate."

"First, let's talk about fonts. I know you use fonts all the time when typing things on your iPads for school, but have you ever stopped to think about what message the type of font you are using is sending? We're going to watch a short video about fonts and font styles. Feel free to make notes in your sketchbooks."

Students watch video on slide 31. Teacher reviews fonts styles on slide 32.

(slide 33) "I have put my name in three different font styles so we can compare. Same exact word, three different ways, and three different personalities. What does the one on the left say" Teacher supports a class discussion about the moods/personalities communicated through each font.

Teacher: "Let's take the next 10 minutes exploring fonts on dafont.com. Mrs. Tobin told me you all are familiar with using this website. You will notice there are seemingly endless fonts out there, but keep in mind what personality/mood you want to express with your logo and focus on fonts that will support that. Go ahead and open your iPads and go to dafont.com and look around. Remember, you can type your name in the preview bar to have it displayed in each font. Be sure to write down the names of the ones that you like in your sketchbooks so you can reference them later. You can also make a little sketch of them to help remind you of how they look. Graphic designers take lots and lots of notes."

Students explore fonts for 10 minutes.

Teacher: “Okay, close up your iPads and let’s talk another visual element that communicates — color. Colors can dramatically affect the mood/personality of a logo as well. Let’s watch this short video on color and then we can talk about it. Again, feel free to take notes in your sketchbooks.” Teacher shows video on slide 34.

(slide 35) “Here is a chart that shows color theory in design. Each color has a mood/personality that it communicates. Now, this isn’t perfect science. It’s called color theory because it’s speculation, not necessarily fact, but it’s lead by many surveys by many psychologists, so there is some truth to it.” Teacher talks through slide 35.

(slide 36) “Remember those fonts with my name from before? Now I’ve added some color to them. Do they feel any differently now that I added color?” Teacher guides conversation about the colors of the fonts which were intentionally colored to oppose the feeling of the font style.

Teacher: “Now let’s explore colors. Open your iPads and go to Coolors.co. This is a great, simple resource to explore color palettes. Raise your hand once you are on the site.” Teacher waits for students, opening the website on the smartboard.

“Okay, here on the homepage you have two options. You can use the color generator, or you can explore color palettes. I would encourage you to try both. I’ll show you.” Teacher talks students through using the site.

“Go ahead and explore for the next 10 minutes. Again, take notes in your sketchbooks of colors that you like. Note that each color has a hex code and a name. The hex code will be helpful when you use your iPad and the name will be helpful for you to remember the color, so my recommendation is to write down both.” Students explore Coolors.co

Cleanup: 3 minutes

Teacher: “It’s time to wrap-up. Please put your sketch books back into the cabinet.”

Day 3

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: “Good morning/afternoon eighth graders! Yesterday we talked about fonts and colors as visual elements that help communicate mood and personality in a logo. Today we are going to talk about two Principals of Design — Balance and Unity. Just like there are elements of art like line, shape, form, color, value, space, and texture, there are Principals of Design that graphic designers follow.

Balance/Unity: 15 min

The first one we will talk about is Balance. Balance basically means that the distribution and visual weight of elements in a composition are equal. There are two types: symmetrical and asymmetrical. We know that symmetrical means the same on both sides. Asymmetrical means that while the two sides are not the same, the overall balance of the grouping is balanced.

I have pulled some logos to show both symmetrical and asymmetrical balance.” Teacher talks through slide 39.

“The other principal of design that will work for our logo project is Unity. Unity means that the artwork has a sense of cohesion or a unified look. Unity can be achieved in multiple ways, two of which are color and size. Again, I have pulled some logos here that showcase unity in these two ways.” Teacher talks through slide 40.

“Let’s watch this video on logo design inspiration to help spark some ideas for you on yours. Use your sketchbooks to mark down some notes or ideas.” Teacher shows video on slide 41. “What did you think? Did you know the meanings behind any of those logos?”

“She mentioned the Amazon logo. Does anyone remember what she said about it?” Teacher supports answers towards they sell everything from A to Z, arrow/smile, happy customers.

“What about the rest of these logos? What’s this next one? (Nike) Does anyone know the story behind it?” Teacher talks through slide 42. Nike = wing of Greek Goddess Nike symbolizing speed/power. Olympic Rings = represent the five inhabited continents of the world and how they come together as one during the games. Starbucks = Sea mermaid inspired by Moby Dick, company started in Seattle (sea port), coffee crosses the ocean for import. Lululemon = Greek letter Omega meaning completeness and perpetual growth, aligns with brand philosophy.

Sketching: 20 min

“Now, I would like you to take some time to work on some ideas for your logos — do some sketches. Take out your mind maps and think about the parts of you that you want to be featured in your logos. You need to include at least two parts of your personality/interests. You can use the resources we looked at yesterday, and use Google to search imagery to help you as well.

Cleanup: 3 minutes

Teacher: “It’s time to wrap-up. Please put all your notes in your sketchbooks and place them back in the cabinet.”

Day 4

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: “Good morning/afternoon eighth graders! Yesterday we talked about Balance and Unity and looked at the meanings behind some logos that we see in our everyday lives. You also started working on sketching some imagery and ideas for elements of your logos.

Worktime: 30 min

“We are going to spend today continuing to work on those ideas. If you need more sketch paper, there is some here on the supply table. Continue to focus on your logos and start to notice the ideas you like the best and try to put them together. I have some sketches I made for my own logo ideas here on the screen.” (Teacher talks through sketches on slide 48). “I also have the requirements listed for your logo designs.” (Teacher talks through requirements.)

Students spend the class working while the teacher walks around the room supporting them.

Cleanup: 3 minutes

Teacher: “It’s time to wrap-up. Tomorrow we will continue to work on these. Please put all your notes in your sketchbooks and place them back in the cabinet.”

Day 5

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "Good morning/afternoon eighth graders! Today you are going to continue working on your sketches and concepts for your logos. I want you to have some solid ideas by the end of class today. Tomorrow we will begin using the digital drawing app that we will use to make our final designs, so you will need some refined ideas by the end of class today. I have put the information on the screen again for what needs to be included in your logos. I also have a checklist for you to use to make sure you have everything. You should all meet with me during class today to review your ideas."

Students spend the class working while the teacher walks around the room supporting them.

Cleanup: 3 minutes

Teacher: "It's time to wrap-up. Tomorrow we will continue to work on these. Please put all your notes in your sketchbooks and place them back in the cabinet."

Day 6

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "Good morning/afternoon eighth graders! Yesterday you finalized your designs for your logos. Today we are going to explore the digital drawing app we will be using to create them. Also, I have stylus tools up here if anyone needs one."

(Slide 50) "We will be using Tayasui Sketches Pro. If you don't have it downloaded already, it's available for you in the UA app kiosk. Go ahead and download it." Teacher walks around room to support students.

"Okay, we are going to go through some key tools and elements of it together so that you know how to use it." Teacher switches screen connection to UA provided iPad and displays the app on the screen. Teacher goes through the app with the students, covering how to being a new document, the basics of the drawing tools, how to import an image, and how to create layers.

“Now let’s spend the rest of class exploring this tool and testing it out. No need to create anything specific, right now we are practicing and exploring.”

Students spend the rest of class familiarizing themselves with the app.

Cleanup: 3 minutes

Teacher: “It’s time to wrap-up. Tomorrow we will start creating our logos in the app. Please put all your notes in your sketchbooks and place them back in the cabinet.”

Day 7

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: “Good morning/afternoon eighth graders! Yesterday we explored our drawing app and learned the basics of how to use it. Today, we are going to begin our logos.”

“First, we need to take a picture of our logos from our sketchbooks. This will give us a guide to follow when we draw.” Teacher shows students how to take a photo using her drawing and iPad. Students do the same.

“Now, we are going to import that photo into our app. First we need to open a new document. Who can remind us how to do that?” Teacher supports students talking through how to open document and import an image.

“Okay, now we need to create a layer on top of this one. We do this so it will be easier to make edits.” Teacher talks through making layers with the students.

“Now we can begin drawing. My recommendation is to make a new layer for your text, outlines, elements, colors, etc. It’s easier to move things around when it’s not all one big chunk. I’ll show you here on mine and you can follow along.” Teacher talks through drawing process using her design.

“Okay, the rest of class you can spend working on your design. We will have a couple days to work on this, so don’t feel rushed today. Just stay focused and you will be fine.”

Students work on logos the rest of the class time. Teacher walks around the room giving support and reteaching the class if necessary.

Cleanup: 3 minutes

Teacher: "It's time to wrap-up. Tomorrow you will continue drawing your logos in the app. Please put all your notes in your sketchbooks and place them back in the cabinet."

Day 8

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Worktime: 35 min

The students continue to work on their logo designs in the app. The teacher will reteach anything that seems like a struggle for many at the beginning of class. Otherwise, students work independently while teacher walks around the room supporting them.

Cleanup: 3 minutes

Teacher: "It's time to wrap-up. Tomorrow you will finish drawing your logos. Please put all your notes in your sketchbooks and place them back in the cabinet."

Day 9

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Worktime: 35 min

Teacher: "Good morning/afternoon 8th graders! Today you will finish up your logo designs in Sketches. When you are done, you will need to download it and submit it onto Canvas. Let's walk through that process together now, so you will know how to do it." Teacher guides students on how to submit the work using her iPad and the screen.

The students continue to work on their logo designs in the app. The teacher will reteach anything that seems like a struggle for many at the beginning of class. Otherwise, students work independently while teacher walks around the room supporting them.

Cleanup: 5 minutes

Teacher: "It's time to wrap-up. Make sure you submitted your logos through Canvas. Please put all your notes in your sketchbooks and place them back in the cabinet."

Clean-up Procedures (Room, Materials & Work Storage)

Students put sketchbooks back in cabinet.

Closure, Review & Anticipation (what's next?)

Teacher: "Great job on your logo designs! I know you all worked hard, and now you know how to create digital art! Such a great skill."

Supplemental Activity

- Students can create a poster or other designs using their logos.
- Students can make a digital mood board for their logos.

Teacher reflection focused on the lesson *after* it has been taught

- Did the students understand how to conceptually design a logo?
- Did the students struggle with ideas?
- Did the students understand all of the elements that needed to be included?
- How did the students do with the digital drawing app?

Lesson 2 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.

[Slides:](#)

Logo design

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What is a logo?

Logos are a point of identification
A symbol that customers use to recognize and understand your brand

People should instantly connect the sight of your logo with the memory of what your company does - and, more importantly, how it makes them feel.



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Wordmark



21

Monogram



22

Letter form




23

Symbol



24

Mascot



25

Integrated



26

Researching and Brainstorming

27



28



29

Fonts and Color

30

TYPOGRAPHY

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Font styles

SERIF
Trust Tradition
Respect Elegance

SAN SERIF
Straight forward
Modern Clean Minimal

Script
Tasty Happy Elegant
Creative Whimsical

DISPLAY
Casual Fun Unique
Personality

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Fonts

Romano **Romano** Romano

33

COLOR

34

Color theory

BLUE PEACE-CALM TRUST CONFIDENCE LOYALTY	GREEN HEALTH ENVIRONMENT GROWTH BALANCE	PURPLE LUXURY POWER MYSTERY CREATIVITY
RED PASSION ENERGY DANGER ROMANCE	PINK LOVE FEMININE TENDENCY TENDERNESS	ORANGE SUCCESS ENTHUSIASM WARMTH ENTERTAINMENT
GREY ELEGANCE MODERNITY KNOWLEDGE DIGNITY	BROWN STABILITY GROWTH DEPENDABILITY	BLACK POWER ELEGANCE MISTERY REFINEMENT
		WHITE PURITY CLEANLINESS HIGHLIGHT KNOWLEDGE SIMPPLICITY

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Color

Romano **Romano** Romano

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Balance

Symmetrical Asymmetrical

37

Unity

Color Size

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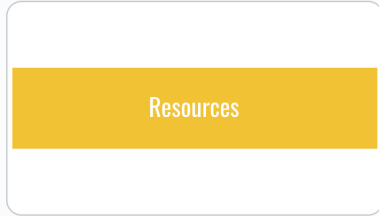
39

Personal logo examples

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What could these logos be for?

41



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Font search

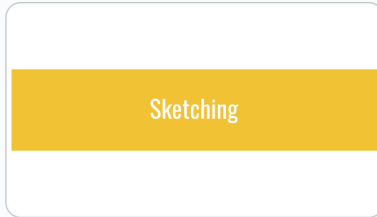
43

Image references

44

Color inspiration

45



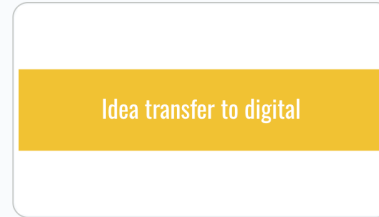
46

Logo requirements

- Must have your name in some way — first, first and last, or initials
- Must have at least 2 of parts of your personality/interests included
- Must use visual balance
- Must have unity

Review your logo concepts with Mrs. Romano

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iPad App

Tayasui Sketches Pro
Available in UA App Kiosk

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Tayasui Sketches App

Take photo of sketch Import image to Sketches App Create a layer and draw overtop

50

Tayasui Sketches App

Add layers for colors Add layer for details

51

Tayasui Sketches App

Remove background sketch Share/export to Photos

52

Peer share

Share what you like about your logo design

Share what you are struggling with on your logo design

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Worksheet:

Identity Logo : Checklist

Name: _____

Name
First name, first and last name, or initials

Two elements of personality/interests/identity
_____ and _____

Concept approved by Mrs. Romano

Design uses the principal of visual Balance
_____ Symmetrical _____ Asymmetrical

Design uses the principle of Unity
I used unity by _____

Design uses Color Theory
Which type of color theory did you use?
_____ Mood theory _____ Primary _____ Complimentary
_____ Monochromatic _____ Analogous _____ Triad
_____ Unsure

Font
What style of fonts did you use?
_____ Serif _____ San Serif _____ Cursive _____ Display

Teacher sample:



LESSON PLAN 3

Teacher Candidate	Holly Romano
School	Hastings Elementary School

LESSON NUMBER	3
Lesson Title	What is your pop culture?
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course Title	8th
Beginning Date for this <i>Lesson</i>	April 11
Ending Date for this <i>Lesson</i>	April 11

CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

- **8.3 RE** Distinguish visual characteristics related to the meaning of works of art

CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

Performance-based Assessment Objectives

- Students will be able to use visual characteristics of artwork to predict their meaning.

Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Using a reflective worksheet, students will analyze the logo designs of four peers to interpret their messages.

Academic Language Vocabulary

- Print

Additional Language Demands (*specific communication task*)

- Students will write on a worksheet.

Accommodations for Special Populations

- Students will only share their findings with the teacher as to not worry about what their peers think of their responses.
- Students can share findings with teacher orally instead of writing.

Art/Visual Culture Examples

Preparations

Materials/Resources for Teacher

- [Google slides](#)

Materials for Students

- [Identity Logo Analysis worksheet](#)

Safety Procedures

Teacher reminds students that we are in a supportive space as a community of artists. That means we use good intentions when speaking, we are respectful of other's perspectives, and we give supportive feedback.

LEARNING ACTIVITY

Getting the Classroom Environment Ready

- Teacher will have a printout of one copy of each logo to pass out to students
- Copies of Identity Logo Analysis worksheets ready (25)

Procedures for the Teaching/Learning Structure (*indicate approximate time for each step*)

Day 1

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: “Good afternoon 8th graders! We have finished up our logo designs, and now it’s time for us to share our work with our peers. Artists reflect on their completed work strengthen their skills moving forward, and share with each other to build community. I printed out all your logos and I will be passing them out to you.

Self-reflection: 7 min

Teacher: “When I pass them back, I am going to give you a self-reflection sheet. For the first part of class, I want you to reflect on your design and fill out this worksheet. You will reflect on the message your logo communicates using it’s visual characteristics like color and font choices. You will also write down what you felt were the biggest challenges and successes during this process. Think about the entire design process, not just the finished product.

There is also a scale on the bottom for what you feel was the effort that you put towards this project. Remember, I am asking for effort, not outcome. We will take 6 minutes for this reflection.” Teacher gives students 6 minutes to complete the worksheet.

Peer reflection: 28 min

Teacher: “Now we are going to reflect on each other’s work. Supportive artist communities share their work to learn from each other and support each other’s practices. This will also support us analyzing to understand our visual culture. In your table folders is Identity Logo Analysis forms. Grab 4 of these forms and make sure you have something to write with.” Students grab what they need.

Teacher directs student table groups to shift to another table and sit down. The students then take the next 5 minutes to reflect on the logo design that is at their seat. Then the teacher directs them to shift to another table again. This rotation happens four times. Then the students return to their seats.

Teacher: “Would anyone like to share their thoughts on this project? What was something new or interesting you learned?” Teacher supports open conversation about the project.

Cleanup: 2 minutes

Teacher: “Okay, it’s time to wrap up for today. Go ahead and place your worksheets in your table folders.”

Clean-up Procedures (Room, Materials & Work Storage)

- Students put worksheets in table folders

Closure, Review & Anticipation (what's next?)

Teacher: "You all worked so hard on your identity logos and you should be proud. I went ahead and printed them all out on sticker paper for you, so now you can put them on your iPad cases, your water bottles, your folders, your sketchbooks, or whatever you would like. Be proud to show your hard work and your creative ideas!"

A great idea would be to move next into an activism poster design project to extend the learning in this unit.

Supplemental Activity

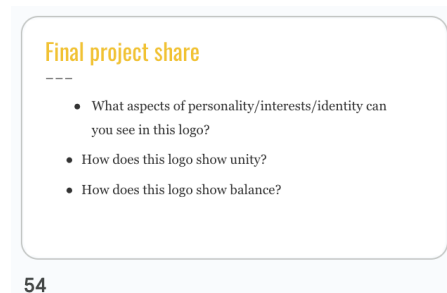
Teacher reflection focused on the lesson *after* it has been taught

- Were the students apprehensive about sharing their work?
- Did the reflection sheets show the learning objectives were met?
- Did the students feel proud of their work?

Lesson 3 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.

Google slides:



Worksheets:

Identity Logo Analysis

Your name: _____

Who's logo are you reviewing? _____

1. What aspects of the creator's personality/interests/identity can you see in this logo?

2. How does the use of color effect the feel of this design?

3. How does the font choice effect the feel of this design?

4. How are the design principals of balance and unity used in this logo?

5. What is your favorite part of this design?

Identity Logo : Reflection

Name: _____

1. The message I want my logo design to communicate is:

2. The message I want my colors to communicate is:

3. The message I want my font choice(s) to communicate is:

4. What was your biggest challenges in creating your design?

5. What do you think is the most successful part of your design?

6. How would you rate your effort towards this project? (circle one)

1	2	3	4	5
Didn't give much effort	Gave less than half my effort	Gave about half effort	Gave mostly my best effort	Gave my best effort

Bibliography:

Bishop, P., & Harrison, L. M. (2021). *The successful middle school: This we believe*. Association for Middle Level Education.

Sickler-Voigt, D. C. (2020). Artistic Development: Early Childhood Through Adolescence. In *Teaching and learning in art education: Cultivating students' potential from Pre-K through high school* (pp. 83–101). essay, Routledge.