

Linked Learning Single-Subject Vertical Teams Project Based Learning Assessment Template

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Content Area: Art

Grade Levels: 9-12

Linked Learning CTE Pathway: Design, Media, and Visual

Summary/ Description of each Assessment:

In this PBL Assessment, students will demonstrate knowledge from art classes to create:

Art 1:

In Art 1, students will demonstrate collaborative work in small groups to create a purposeful logo design that represents their chosen company as a client. Student group communication consists of student choices of representing a pre-existing company or creating their own based on their collective interests. Each individual within a design group will create 1 design with balance in mind as their principle of art focus. Each design group will collectively pitch (participate in a class presentation) their design options to an imaginary scenario of a company meeting with the client, which the class as a whole represents. Each designer will share their reasoning behind their choice of design and its relation to the company's overall theme and message. Once a design group (firm) has completed selling their ideas to their client (the class), the teacher will open the class up for questions and discussions about the design options presented and the effective use of the principles of design. At the end of each design groups presentation, all students will write a short reflection on which design they thought was successful and how the elements of balance were incorporated within that design to execute readability and represent the company well.

Animation:

In animation, students will work collaboratively to create a short 1 to 2 minute animation satirical in nature. Over the course of the project students will learn and apply industry techniques and practices. In stage one of the assignment students will meet in groups of no more than 4, and develop their concept and pitch their idea to the teacher. Upon getting approval students will then move on to artistic development for their animation. In this phase students will design characters, backgrounds, and begin to storyboard and map out the flow of their animation. After completing this phase the students will pitch their ideas to the class and receive feedback, and suggestions for improvement. At this point in the project students will be required to complete a short reflection, addressing what they have learned so far and what part of the project they are

doing well in and also reflect on what field of animation they could see themselves working in (character design, background design etc). The final stage of this assignment would be execution. Students will be responsible for dividing up all necessary work amongst themselves in order to complete the final animation. Students will present their animations at a film fest at the end of the year and students and faculty will vote on various different aspects of each animation (smoothest animation, best story, best character, student choice favorite and faculty choice favorite). The film fest at the end of the year will not only motivate students, but it will also provide relevant assessment as both the student body and the faculty will vote on their favorite animation, providing healthy competition.

3-D Design:

Students will work collaboratively to create a physical 3D scene that could represent a building site for a new modernized YMCA-like youth facility in their local area, or develop an imaginary “set/environment” that could be used in stop motion animation (LIKA). Students will first learn and use entertainment and architectural industry standard software, Google Sketchup, to pre-visualize their project. They will later create the physical model, that was mocked up in Google Sketchup, using a combination of physical materials (foam, hot wire, cardboard, putty, paste, paper, liquid glue, hot glue, tape, sand, grass, etc.) and 3D printed objects to build the “set/scene.” They will then use tempera paints and paint brushes to colorize the physical 3D scene. This will be a 1.5 month long project that will build up the students technological and art production skills via the use of video lessons and in class demonstrations, one on one tutoring, and student interactions. All projects will be done in pairs, pods or groups. The goal is to become literate in production art practices, how to use standard art production software, learn team dynamics and professionalism, to build a portfolio that could be used to project students into a college art program or career in the entertainment field, and help instill a sense of positive community dynamics. Students will present their final projects to a panel of industry professionals, an educational institution liaison and their classmates.

How does each assessment connect to your Linked Learning CTE Pathway or skills related to the pathway standards and show a progression of skills over time?

Art 1:

The assessment Art 1 students will be doing connects to the Design, Media, and Visual Arts Pathway by collaboratively working together, similar to how a career-focused design team would work in a professional setting. Each design group (design firm) will decide on a pre-existing or fabricated company whom they will represent and brainstorm about innovations regarding the overall theme of a logo regarding the company’s mission statement. This assignment will compel students to

collect and analyze relevant background information concerning the company they represent and create an artistic representation based off their working knowledge. As a firm and as individuals, students will discuss and problem-solve effective design use of the elements of art and the principles of design, specifically focusing on balance. Successful communication of ideas between members of a team requires mutual respect for differing opinions and is vital when actively working in dynamic group settings.

During the creative stage of the design building process, students will practice critical thinking skills relating to different art elements and principles of design. By experimenting with different artistic themes, students will have the opportunity to build on each other's ideas concerning the best way to communicate the client's company message. Each design firm will be given a deadline to present their respective proposals to the company client (the class and teacher). They will be using their collaborative communication skills to express the ideas behind each design in order to sell how the design effectively translates the identity of what the company represents. Each student's oral presentation should demonstrate individual literacy competence and allows students the opportunity to support their critical thinking abilities based on the principles of design in front of an audience.

After each group has completed their presentation, all students will write individual short reflections on which design most successfully incorporated the elements of balance to effectively represent their company's client. This assessment provides students the opportunity to reflect and connect conceptual artistic considerations with relevant terminology in written form and experience the relationship of practicing language-reasoning skills to support tangible design decisions.

Animation:

The short Animation project connects to the CTE pathway by providing real work environments, situations, deadlines, and expectations. Every step of this assessment is meant to resemble what it might be like to create an animation in a real work environment. Students have to pitch their idea to a teacher and get approved just like they would pitch their idea to a network. Students then hone their skills and use what they have learned in the first half of the semester to create the look, feel and pacing of their animation. Students pitch their plan and receive feedback from the entire class just as they might receive feedback from their animation team or higher ups at that point in the animation process. Then students get into the nitty gritty as they split the work amongst themselves as they work to meet their final deadline. Students ultimately will develop 21st century literacy skills.

3-D Design:

Basic Skill Scaffolding for Production Software Proficiency: Students will work in pairs while we scaffold through the basics of the sketchup software.

Google Sketchup Environment Model and Idea Generation : Once skills are up to speed, we divide each pod into pairs where one pair is the R&D section, and the other two are production artists. The production artists will be tasked with creating 10 simple objects that they feel would exhibit the world they are building while the R&D pair works on creating a small story and finding visual inspiration for the artists. Once the objects are built and the R&D phase is complete, all students will work together to make the environment in sketchup. The R&D pair will now move to smaller objects/assets and the two environment artists will take large chunks of the build. Since Sketchup is a collaborative environment they can all share assets and see updates in real-time (like google documents).

Learning the physical modeling process: In order to gain literacy in model building, we will scaffold each stage of the process. We will cover the elements and principles of design as it relates to a space. And, students will learn the ten major ways to use cardboard and foam as structural foundations. Each pod will break up into pairs and will be tasked with learning one of the processes through practical application of the skill using physical materials. After about 20 minutes, the pairs will turn and teach the skills they learned to the other pair of the pod. Teacher will assess skills using visual assessment and will walk around and help as needed. Once all skills are proficient, students move onto building their set.

Physical Model using Traditional Materials and 3D printed Objects from Sketchup: At this stage the student will be free to build as they see fit. The foundation has been laid and all students should be able to participate. They all know each other at this point through group interactions so if someone is struggling, they will have peer help. The teacher can also roam around and help as is needed.

Project presentation: Students will present their project to a panel of professionals in the animation or architectural industries along with prestigious art colleges. This project will help prepare students for art college or a career in the professional arts by teaching them production art literacy skills and building their visual portfolios.

Please attach student prompts to this document

Student Learning Goals

Key Knowledge & Understandings	
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What are the content standards being addressed at each grade level?

Art 1:

VAPA Standards:

RESPONDING—Anchor Standard 8:

Enduring Understanding:

Prof.VA:Re8: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

CTE Pathway Standards: Media and Design Arts Pathway

A1.1: Artistic Perception (1.4) Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

A1.2: Creative Expression (2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

Animation:

VAPA Standards:

Creating- Anchor Standard 1: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

CTE Pathway Standards: Media and Design Arts Pathway

AME 9.0 Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations.

3-D Design:

VAPA Standards:

	<p>CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>1.2 Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p>Adv.VA:Cr1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based</p> <p>CTE Pathway Standards: Media and Design Arts Pathway</p> <p>A1.2: Creative Expression (2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.</p>
<p>Content Objectives (by grade level) measured in assessment series</p>	<p><u>Art 1:</u> Students will be able to:</p> <ul style="list-style-type: none"> ● create a purposeful logo design that represents their chosen company ● incorporate balance within their design ● analyze and describe how the principles of design affect logo designs in an oral class presentation ● analyze and describe how the principles of design affect logo designs in written reflections <p><u>Animation:</u> Students will be able to:</p> <ul style="list-style-type: none"> ● create a 2 minute animated short ● collaborate with and work effectively with peers ● identify and apply industry terms and techniques <p><u>3-D Design:</u></p> <ul style="list-style-type: none"> ● Create a 3D model using entertainment standard software that represents a culturally collective imaginary scene or of a modern YMCA-like space for multicultural youth.

	<ul style="list-style-type: none"> • Employ at least three elements of design into the space and explain why they were used and how it affects the final physical model.
<p style="text-align: center;">Key Success Skills</p> <p>What 21st century/ college & career readiness/ literacy skills are being addressed in these assessments?</p>	<p>Directions: List at least 1 21st century and/or college & career readiness skill AND 1 literacy focal standard addressed in this assessment</p> <p><u>Art 1:</u> CREATING—Anchor Standard 2: 2.3 Enduring Understanding: Prof.VA:Cr2.3: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p>21st Century Interdisciplinary Theme: Global Awareness Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.</p> <p><u>Learning and Innovation Skills</u> Creativity and Innovation: <i>Think Creatively (Art 1, 3-D Art, Animation)</i></p> <ul style="list-style-type: none"> • Use a wide range of idea creation techniques (such as brainstorming) • Create new and worthwhile ideas (both incremental and radical concepts) • Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts <p><i>Work Creatively with Others (Art 1, 3-D Art, Animation)</i></p> <ul style="list-style-type: none"> • Develop, implement and communicate new ideas to others effectively • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work • Demonstrate originality and inventiveness in work and understand the real

world limits to adopting new ideas

- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations (Art 1, 3-D Art, Animation)

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Critical Thinking and Problem Solving: (Art 1, 3-D Art, Animation)

Reason Effectively (Art 1, 3-D Art, Animation)

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Make Judgments and Decisions (Art 1, 3-D Art, Animation)

- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems (Art 1, 3-D Art, Animation)

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Communication and Collaboration:

Communicate Clearly (Art 1, 3-D Art, Animation)

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others (Art 1, 3-D Art, Animation)

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Information, Media and Technology Skills

Information Literacy: (Art 1, 3-D Art, Animation)

Access and Evaluate Information (Art 1, 3-D Art, Animation)

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information (Art 1, 3-D Art, Animation)

- Use information accurately and creatively for the issue or problem at hand

ICT (Information, Communications and Technology) LITERACY:

Apply Technology Effectively (Art 1, 3-D Art, Animation)

- Use technology as a tool to research, organize, evaluate and communicate information

Life and Career Skills

Flexibility and Adaptability:

Adapt to Change (Art 1, 3-D Art, Animation)

- Adapt to varied roles, jobs responsibilities, schedules and contexts

Be Flexible (Art 1, 3-D Art, Animation)

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Initiative and Self-Direction:

Manage Goals and Time (Art 1, 3-D Art, Animation)

- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners (Art 1, 3-D Art, Animation)

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Reflect critically on past experiences in order to inform future progress

Social and Cross-Cultural Skills:

Interact Effectively with Others (Art 1, 3-D Art, Animation)

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams (Art 1, 3-D Art, Animation)

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Productivity and Accountability:

Manage Projects [Art 1 and 3D Design]

- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan and manage work to achieve the intended result

Produce Results [Art 1 and 3D Design]

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically

	<ul style="list-style-type: none"> - Manage time and projects effectively - Multi-task - Participate actively, as well as be reliable and punctual - Present oneself professionally and with proper etiquette - Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results <p>Leadership and Responsibility: <i>Guide and Lead Others (Art 1, 3-D Art, Animation)</i></p> <ul style="list-style-type: none"> • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power <p><i>Be Responsible to Others (Art 1, 3-D Art, Animation)</i></p> <ul style="list-style-type: none"> • Act responsibly with the interests of the larger community in mind <p><u>3-D Design:</u></p> <ul style="list-style-type: none"> • Entertainment design software skills are being learned. • Entertainment production design processes: R&D, basic blockin/sketch, first pass, second pass, and final build, and meeting deadlines. • Collaboration between a diverse set of students to create a sense of teamwork needed in the entertainment field.
<p>Language/ Skills Objectives measured by assessments</p>	<p><u>Art 1, 3-D Design, Animation:</u> Students will be able to illustrate ideas by using the visual language of art elements and principles of design:</p> <ul style="list-style-type: none"> • create balance within a design to be visible and recognizable

	<ul style="list-style-type: none"> ● determine a purposeful design intent <p>Through the setting of group project elements, students will be able to:</p> <ul style="list-style-type: none"> ● vocally demonstrate art vocabulary and concept knowledge in logo design presentation ● vocalize insightful reasoning supporting logo design with class presentation ● active participation within collaborative group work ● demonstrate productivity with class time and stay on task ● describe effective use of principles of design and elements of art within presented designs in written reflections
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Essential Project Design Elements

<p>Challenging Problem or Question What real world challenge or essential question do these assessments address?</p>	<p><u>Art 1:</u></p> <ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? <p><u>Animation:</u></p> <ul style="list-style-type: none"> ● Why is it important to work and collaborate in a team? What kind of things can you accomplish together as opposed to working independently? ● Why are group projects important? How does learning to work as a team make you a more desirable employee for the future? <p><u>3-D Design:</u></p> <ul style="list-style-type: none"> ● How will pods work with a project of this sale? ● Would working on one project per student work better?
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	<ul style="list-style-type: none"> ● How does film and animation affect the cultural consciousness?
<p style="text-align: center;">Sustained Inquiry</p> <p>How do the assessments help students to see inquiry as a process? How are students (at each grade level) being asked to investigate something that promotes deeper understanding and engagement over time?</p>	<p><u>Art 1:</u> Through group collaborative brainstorming and support of all individual designs represented with the group, students will experience a process that design firms participate with and their relationships with company clients. This logo design project will benefit students currently and over time through supportive learning opportunities of how art concepts and collaborative work experiences taught within a classroom connect to real life social and future work environments.</p> <p><u>Animation:</u></p> <ul style="list-style-type: none"> ● Through reflection, collaboration, and critiques students will develop sustained inquiry. Students will then reflect on and apply the skills they have learned throughout the year by creating their group animation project. <p><u>3-D Design:</u></p> <ul style="list-style-type: none"> ● Collaboration and R&D (brainstorming, research, ideations, and creative writing) is a standard artistic production process based on inquiry and promotes critical thought and teamwork. ● Students must investigate one of two companies/company types, LAIKA animation studios and an architectural firm. ● Students will watch videos and pair-share their knowledge until competency is reached. They will then check in with the rest of their local pod to reinforce the skills/knowledge being taught and build positive peer dynamics. ● At every stage the teacher will check for understanding using colored construction paper that is red, yellow, and green (red=I do not understand, yellow=I need help, green=I am good to go) and then

	address any deficiencies through an alternate method of instruction and more pair/pod interaction.
<p style="text-align: center;">Authenticity</p> <p>How are projects relevant, authentic or grounded in real-world situations and/or college and career readiness preparation?</p>	<p><u>Art 1, 3-D Design, Animation:</u> Students will encounter social scenarios where effective collaboration and communication will be vital to meet a goal. They also will experience creating or reading visual interpretations that aim to communicate ideas universally.</p>
<p style="text-align: center;">Student Voice & Choice</p> <p>How are students given input and/ or control at any point in the assessment process?</p>	<p><u>Art 1:</u> Students have choices of representing a pre-existing company or creating their own based on their collective interests for their client. They also have creative choice with the art elements represented within their design with colors, shapes, forms, and text. Students have control in the assessment process through communicating concerns and ideas with each other and with the teacher. Students will have weekly progress forms to fill out which will help signify individual productiveness to the teacher and influence end of the project grade.</p> <p><u>Animation:</u> Students are given input at various stages in the process. Students are also given the freedom to generate their idea for their project and pitch it to the teacher. Students then receive feedback from their classmates and have the opportunity to make improvements along the way. Students are involved in the assessment process through various check in stages and pitch deadlines.</p> <p><u>3-D Design:</u></p> <ul style="list-style-type: none"> ● Students will be involved with the assessment process through in class pair share, pod, and larger group discussions. ● Students have choices of what company, project, and what jobs they want to experience.

	<ul style="list-style-type: none"> • Students have style and design choices all throughout the process.
<p style="text-align: center;">Reflection</p> <p>What opportunities are students given to reflect on their learning and experiences <i>at each grade level?</i></p>	<p><u>Art 1:</u> At the end of each group’s presentation, students are given the opportunity to have teacher prompted class discussions revolving around design choices and written reflections about effectiveness of final products shown.</p> <p><u>Animation:</u> Students will be expected to complete a reflection at the halfway point of their project. at that point students will reflect on what they have learned and what kinds of things they enjoy about working collaboratively. Students will also complete a reflection at the end of the project and assess what parts of the animation pathway they appreciated working on and what parts they did not.</p> <p><u>3-D Design:</u></p> <ul style="list-style-type: none"> • Students have an opportunity to reflect on their learning and experiences during and at the end of each scaffolded task, and throughout their working progress. • Group presentations at the end will give them one final time to express their learning needs, add suggestions for future classes, and give the class a post-mortem of their development and learning experiences.
<p style="text-align: center;">Critique & Revision</p> <p>How will students be given feedback/critique? By whom? At what points in the process? How will students be provided with opportunities to revise their work? At what point will rubrics be introduced for students? (This stage should occur in</p>	<p><u>Art 1:</u> Students will be giving each other productive input as the project progresses towards their collective goal. The teacher will be responsible for checking-in with students throughout their creative process and group work time through informal assessment that is on the spot and on-going throughout this student project. From teacher organized group productivity check-ins, students will be given feedback from fellow group members and the teacher to allow time for revisions before presentations. It is vital that rubrics are introduced at the</p>

<p>relation to each grade level in some way)</p>	<p>beginning of the creative process so students understand teacher’s expectations of them as individuals and artists and their responsibilities as group members. After each group’s presentations, all students will be giving feedback through a class discussion relating to effective use of design elements for each individual product and the groups collective work as well. There will be weekly grading in addition to end of the project grade to support student accountability. Students will be assessing themselves with a form on their progress, which will eventually be used as a communicative tool for the end of the project grade.</p> <p><u>Animation:</u> Students will be given feedback at various points throughout the project. Students receive feedback from their teacher after pitching the initial idea. After fleshing out their ideas and concepts they will pitch their ideas to the entire class and receive constructive criticism from their peers. Students will have various check in meetings with their teacher to address their concerns, ask questions, and receive feedback. Students will also receive feedback from their peers as the student body will vote on their favorite aspects of each film.</p> <p><u>3-D Design:</u></p> <ul style="list-style-type: none"> • Teacher will help three pods, daily. This will give each pod one critique and one day to modify, apply, or deny any advice, every other day.
<p>Public Project What is the public product or public exhibition of work that students will produce or engage in?</p>	<p><u>Art 1:</u> Pictures will be taken of individual and group works for class and individual online portfolios. If any other teacher from another subject matter or class permits, students will have a choice to give presentations to other classes for extra credit. All students will display their design group’s final products in the school’s hallways after presentations. Students that choose to participate will</p>

have their designs collected to be shown in the school's end of the year art show as well.

Animation:

Students will display their animated short in the school theater for the animated short film festival. The students and faculty will attend the event and vote on their favorite animation. Having a healthy sense of competition will motivate students to create their best work. Watching their own animation in a public setting will create a sense of gratification for the student. This public gratification may help motivate the student to keep working towards their long term creative goals, whether that be participating in another film festival or entering the creative workforce.

3-D Design:

- Students will have their final projects displayed in the gallery at Cypress College. Students will have a specified amount of time to present their final projects to a series of art, media, and entertainment professionals as well as art college instructors/administrators.
- Students will take a series of quality composed pictures of their set to be incorporated in a large class project photobook for the semester. This will be displayed at the museum during the final presentations and used for future classes as inspiration.
- Students will also create a series of motion pictures showing off the best aspects of their set. These shots will be incorporated into a class project video that will be playing on a large screen at the museum but will also be shown to future students for inspiration.

Art 1 Project Overview: Logo Design Group Project

Student scenario: Your design firm has been hired by a company to create a new logo for them. Each artist in your design firm creates 1 final logo and as a group, you will collectively present all your designs together to pitch your design options to your client (the class and teacher).

Project Expectations:

Students will be able to:

- create a purposeful logo design that represents their chosen company
- incorporate balance within their design
- analyze and describe how the principles of design affect logo designs in an oral class presentation
- analyze and describe how the principles of design affect logo designs in written reflections

Weekly Progress Report: Each student will be recording their individual weekly progress with a report worksheet provided by the teacher. This self-assessment will influence the overall end of the project assessment given by the teacher.

Report includes a description of:

- your concept
- steps in the process
- inspiration
- challenges
- sketches

DESIGNER BRAINSTORMING WORKSHEET: ART 1 LOGO DESIGN

- A logo is a symbol or design that represents a company.
- You want your design to identify with your company.
- Focus: balance= distribution of the visual weight of elements within a design (shapes, forms, colors, line, texture, and space)
 - Types of balance: symmetrical, asymmetrical, radial

Company Name:

Company's theme/ message/ purpose:
(What they do/ represent)

Characteristics of company:
(List 5 words that represent personalities or connect to the message the company is trying to convey.)

Quick thoughts- What colors represent the company?

What images represent the company?
(examples: objects, animals, shapes, places)

Sketch ideas for company logo on the back of this worksheet or in your sketchbook journals.

(Sketch at least 4 ideas. May use pencils, colored pencils, ink, and markers.)

ART 1: LOGO DESIGN PROJECT

Questions for Design Presentations:
(Asked to each designer of a group)

1. What areas of the design support the elements of balance? And how?
2. What was the symbolic message that the design connects to represent the company?
3. How do the principles of design used for the logo affect the actual design?

(Students, please fill out 1 for each group presentation)
Questions for Written Reflections:

1. Which design most successfully represented their company? (Quick sketch)
2. How were the elements of balance used within that design?

3. What is one wish you have for any of the other designs presented for the company?
(What you would do differently with that particular design idea.)