

Lesson Plan Title:

Visual Artist Magazine Page Design

Concept / Topic To Teach:

Art concept

Visual hierarchy with Dominant and subordinate element organization

Typography

Serif and sans serif, font families

Technical

Adobe InDesign - Text flow, master page, text wrap, insert image

Adobe Photoshop - Selecting, layering and resolution for printing

Standards Addressed:

VAPA

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).

General Goal(s): The student will create a two page magazine design using a visual artist and their work for content.

Specific Objectives:

1. TSW write a biographical report on an artist
2. TSW create and design a timeline on the work of an artist
3. TSW write an article about taking their artist to lunch
4. TSW photograph themselves and using PS place themselves in their artist's work matching the style and colors in a high resolution format of 300 ppi.
5. TSW create three ads to place on the page, one will be a color ad that will promote the artist's work in a local gallery

Required Materials:

Computers, Adobe InDesign, Adobe Photoshop, Digital Camera, ability to research on computer, Template in InDesign, 13 x 19 format color printer for final product

[Student samples](#)

Anticipatory Set (Lead-In):

Show pages from award winning magazine design. Introduce vocab such as dominant and subordinate elements. Introduce concept of ordering importance of elements on a page by showing.

Talk about shapes in design decisions and how text can wrap. With content previously gathered, sketch out three layouts. Discuss in group which to use for final.

Step-By-Step Procedures:

Tutorials: Adobe Classroom in a Book Photoshop 2,3,4 Adobe InDesign Classroom in a Book Lesson 2,3
Content Gathering: Research artist - www.artcyclopedia.com

1. Write bio
2. Gather facts for timeline
3. Write take your artist to lunch article
4. Gather high resolution images
5. Take your photo
6. Sketch your design paying attention to shapes and visual movement

Plan For Independent Practice:

Use knowledge of PS to put yourself in the image

Import text and images onto template and design pages

Closure (Reflect Anticipatory Set):

Print, Peer edit and display

Assessment Based On Objectives:

General Assessment Plan:

Each Electronic Arts project will be assessed on

1. Ability to communicate a visual message following a theme in a positive way

Excellent - Innovative use of original graphics that follow the theme

Above average - good use of original graphics that follow the theme

Some use of graphics that somewhat follow the theme

Missed the point, used other's art without permission

2. Clear typographical message

Excellent - Accurate in spelling and grammar- typographically pleasing elements,

Above Average - Accurate spelling and grammar, some typographically pleasing elements,

Average- One typo and information correct

Missed the point - more than one mistake

3. Meeting deadline on time - 10 points, lose 2 points for each day (not class period) late.

4. Composition and tone emphasis on dominance and subordinate elements

Excellent use of edges, white space. Artist uses a tone that is set by use of a color palette

Above average use of white space and composition. Color theme apparent.

Composition is centered and well presented. Colors are from the default mode.

Not well thought out concept, not reason for color use.

5. Plan

Excellent – Student made a well thought out detailed plan, used revision process and got approval throughout

Above average – Student made a detailed plan and followed it

Average – Student made a plan with approval and followed it

Below average – Student's plan was poorly planned and executed.

6. Technology –

Excellent – Student went well beyond class demonstrations and discovered program's uses

Above average – Student explored and made use of more than skills presented in class

Average – Student followed exact skills shown in class.

Below average – Student used some but not all of the appropriate technology skills demonstrated in class

Adaptations (For Students With Learning Disabilities): Revise length of writing to one page depending on learning disability, work with partner on tutorials

Extensions (For Gifted Students): Create a website using these principles and content

Possible Connections To Other Subjects: Art history, page design, business