

P R O J E C T D E S I G N : O V E R V I E W

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Name of Project: Area	Duration: 1 week
Subject/Course: Graphic Communications III	Teacher(s): Ms. Rich
Grade Level: 10-12	
Other subject areas to be included, if any: Geometry (Mrs. Hitt), CADD III (Mrs. Harper)	

Key Knowledge and Understanding (CCSS or other standards)	Math Standards: G-MG-3 - Apply geometric methods to solve design problems. Idaho Graphic Communications Program Standards: 2.1.2 – Incorporate color, line, shape, texture, size, and value in samples of graphic work. 2.1.6 – Demonstrate the elements of design through digital sketching. 3.1.1 – Generate project ideas through the use of brainstorming, thumbnails, roughs, mock-ups, wireframes, etc. 3.3.1 – Use appropriate resolution, compression, and file formats for various media outputs including web, video, audio, and print.		
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Success Skills (to be taught and assessed)	Critical Thinking/Problem Solving	X	Self-Management	X
	Collaboration	X	Other:	

Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	In this scenario, students will be creating a digital sketch. They, as a group, will brainstorm software (Adobe Photoshop or Illustrator) for project, problem solving will involve converting given square footage into a shape, how to setup the work area, how to implement the tools to incorporate color, line, shape, texture, size, and value, working with layers to be incorporate into the digital sketch. Students will choose from the group which individual they will do a digital sketch, for the purpose of reviewing (refresh memory) the software.
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Driving Question	How can you find the total square footage of your dream home? How can you create a digital sketch in a specified area?
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Entry Event	There will be a discussion on different culture/individuals within an area (classroom). Introduction of individuals this will assist students in learning about each other. Discussion on converting square footage to a shape.
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Products	Individual: Digital sketch. Hard copy of digital sketch	Specific content and competencies to be assessed: Using the shape from the converse students will use color, line, shape, texture, size, and value in samples. They will demonstrate the elements of design, use appropriate resolution and output.
	Team: Combine digital sketches into one digital file. Hard copy of digital sketches.	Specific content and competencies to be assessed: Brainstorming, conversion of parameter to shape, students will use color, line, shape, texture, size, and value in samples. They will demonstrate the elements of design, use appropriate resolution and output.

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Making Products Public (include how the products will be made public and who students will engage with during/at end of project)	The printed copy of the digital image will be display in a commons area at the school. Digital products will also be posted on a website to be viewed by the public.
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Resources Needed	On-site people, facilities: Cassia Regional Technical Center
	Equipment: classroom computers, Adobe software, projector, calculator, video, access to internet
	Materials: wide format printer, semi-gloss photo paper,
	Community Resources: content teachers, designing professional

Reflection Methods (how individual, team,	Journal/Learning Log	X	Focus Group	
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and/or whole class will reflect during/at end of project)	Whole-Class Discussion	X	Fishbowl Discussion	
	Survey		Other:	

Notes:
 Students will reflect on thumbnails, rough drafts and finished products journaling, displaying, and blogging. There will be a discussion on what work and what they would do different.

PROJECT DESIGN: STUDENT LEARNING GUIDE

Project: Area

Driving Question: How can you create a digital sketch in a specified area?

Final Product(s) Presentations, Performances, Products and/or Services	Learning Outcomes/Targets knowledge, understanding & success skills needed by students to successfully complete products	Checkpoints/Formative Assessments to check for learning and ensure students are on track	Instructional Strategies for All Learners provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
Digital sketch Printed copy of digital sketch Present sketches in commons area and websites	I can brainstorm using thumbnails and rough drafts. I can demonstrate the elements of design through my digital sketching.	<ul style="list-style-type: none"> Peer input Instructor input 	<ul style="list-style-type: none"> Collaborate/brainstorm thumbnails and rough drafts. Discuss software (Illustrator and Photoshop) that will work best for project. Discuss software tools (such as paint brush, pen, , how to implement into project.
	I can create a digital sketch in a specified parameter. I can use appropriate resolution, compression, and file formats for various media outputs including web, and print.	<ul style="list-style-type: none"> Peer input Instructor input 	<ul style="list-style-type: none"> Lecture on setting parameter. Learn to convert square inches to a shape. Using software decided on set the parameter for the digital sketch.

	I can incorporate color, line, shape, texture, size, and value in my digital sketch.	<ul style="list-style-type: none"> • Peer input • Instructor input 	<ul style="list-style-type: none"> • Using software create a digital sketch.
	We can brainstorm using thumbnails and rough drafts. We can demonstrate the elements of design through my digital sketching. We can convert square footage to a shape.	<ul style="list-style-type: none"> • Peer evaluation • Instructor evaluation 	<ul style="list-style-type: none"> • Collaborate/brainstorm thumbnails and rough drafts. • Discuss software, Adobe Photoshop or Illustrator • Discuss software tools, how to implement into project
	We can display our digital sketch using various output, printer and internet.	<ul style="list-style-type: none"> • Peer evaluation • Instructor evaluation 	<ul style="list-style-type: none"> • Available space to display sketches. • Access to internet