

## UNIT OVERVIEW

STAGE ONE: Identify Desired Results			
Established Goals/Standards	VA: Cn11.1  VA:Cr1.1  VA: Cr2.1  VA: Cr3.1  VA:Re9.1	Long-Term Transfer Goal	
		<i>At the end of this unit, students will use what they have learned to independently...</i>  <i>Use the language of art to communicate effectively about design for different purposes and audiences through a variety of media. (Advocate for Self and Others).</i>	
		Meaning	
		Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>A graphic design visually communicates a message, involves a client and combines text and imagery to convey an idea or concept.</li> <li>Levels of meaning are layers of meaning in a design that connect emotionally and intellectually with the target audience.</li> <li>The graphic design process is a step-by-step research and brainstorming process used in the creation of a graphic design for a client.</li> </ul>	Essential Questions <i>Students will consider such questions as...</i>  How does a Graphic Design communicate meaning?  How do levels of meaning effect the overall message of a design?
		Acquisition	
		<i>What knowledge will students learn as part of this unit?</i> <ul style="list-style-type: none"> <li>What skills and knowledge a graphic designer needs.</li> <li>How to identify a graphic design.</li> <li>What the five levels of meaning are and why they are used.</li> <li>What a primary message, target audience and the elements in a design that communicate meaning are.</li> <li>What the steps in the graphic design process are.</li> </ul>	<i>What skills will students learn as part of this unit?</i> <ul style="list-style-type: none"> <li>Identify an image as being a graphic design based on the definition of a graphic design.</li> <li>Evaluate a graphic design in writing using the 5 levels of meaning</li> </ul>

STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence

<b>Criteria for to assess understanding:</b> <ul style="list-style-type: none"><li>• Primary message</li><li>• Levels of meaning</li><li>• Target audience</li><li>• Description of client</li><li>• Message</li></ul>	<b>Performance Task focused on Transfer:</b> <ul style="list-style-type: none"><li>• Ad Essay (Evaluate a graphic design using levels of meaning)</li></ul>
	<b>Other Assessment Evidence:</b> <ul style="list-style-type: none"><li>• Which Slides are Graphic Designs worksheet</li><li>• Visual Communication worksheet</li><li>• Levels of Meaning in Graphic Design worksheet</li><li>• Research Notes packet</li><li>• Unit 1 Assessment</li></ul>

T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences	
<p>A</p> <p>M</p> <p>M</p> <p>M</p> <p>T</p> <p>M</p> <p>T</p>	<p>Learning Events:</p> <ul style="list-style-type: none"> <li>List knowledge/skills graphic designers need</li> <li>Identify graphic designs from a range of images</li> <li>Look at images and identify message, target audience, graphic design elements that convey message</li> <li>Identify primary message, levels of meaning and elements that evoke meaning in an image</li> <li>Write an evaluation of an existing graphic design</li> <li>Complete research packet for creative brief</li> <li>Write a creative brief</li> </ul>	<p>Evidence of learning: (formative assessment)</p> <p>List</p> <p>Which Slides are GD Wkst</p> <p>Visual Communication Wkst</p> <p>Levels of Meaning Wkst</p> <p>Ad Essay</p> <p>Research Notes Packet</p> <p>Creative Brief</p>